

# THE ELEMENTARY ENGLISH REVIEW

VOL. XVII

NOVEMBER 1940

No. 7

## Learning to Use the Newspaper

ROSE BERWALD

*West Pullman School  
Chicago, Illinois*

THE MANY excellent newspapers printed for children in the elementary school, which circulate widely in our grade schools are disregarded in this paper. They have splendid appeal, fit nicely into the reading program, and supply many points of departure for the social sciences. Most of the time, however, they present the ideal journalistic situation, and do little to prepare the pupil for the life situation, or journalism as it is today and is likely to be for some time. These sheets are frequently "written down" to the children. Often they are meticulous in presenting many sides of an issue. The ordinary paper is likely to be partisan. The former would seem poor preparation for the latter.

In the children's paper, there is deliberate deletion of unwholesome matter. Again, this marks a danger point. Are we justified in coddling future newspaper readers when we know very well the nature and content of our daily press? Will this kind of thing inoculate our children against "yellow" journalism, or will they turn to the tabloids with greater

relish? The highly-censored content of the papers printed expressly for children makes them questionable in value.

The various points in which the child's paper falls down are too numerous and obvious to list. Attention is drawn to them, however, in view of the fact that the large body of teachers think they have done a good job when every child buys a subscription, and the school newspaper becomes a part of the reading program. Certainly, the job does not end here. Indeed, a fine experience could be provided for children in comparing the papers prepared for them, and the dailies read in their homes.

### *Is the Elementary School the Place for Newspaper Reading?*

That the elementary school is the strategic place for introducing newspaper reading is evidenced by many facts. First, children of this age-group engage in selling newspapers, and enter into circulation contests. They collect newspapers for the junkman. They go to the daily paper for the comic strips, and sports pages. Why should an attempt not be

made to give meaning to the other purposes fulfilled by the newspaper? The physical presence is with them always. Postponing the newspaper study to the secondary school is not economical.

In the reading of foreign news, Americans are notoriously lax. Unless there is a crisis, they pass lightly over the news from across the seas. Here, the elementary school has something to offer. As part of his course, the child of this age learns geography. For most cases, no geographic learning takes place at the higher level. The high school child often has forgotten his geography. Berlin and Tokyo are less vivid to him than to the elementary child. The tie-up between geography and foreign news must be made in the grade school, if it is to be made at all.

The newspaper offers news concerning all races, and classes in society. The child of elementary school age is less conscious of racial and class differences than the older child. He can be won to a broader viewpoint. This is harder to do at the adolescent level because of greater interest and consciousness of the pupil in his own particular group.

That the newspaper is losing ground to the radio as a dispenser of information is shown by Lammers, in the *School Review* of January, 1938. In testing children for knowledge of current events, 92 per cent were found to have papers in their homes. Only 31 per cent of the total children preferred the newspaper to the radio flash as a source of information. If our pupils stop reading newspapers, they become total non-readers since the bulk of reading of average adults comes from the newspaper. This indicates the seriousness of the situation. The school must check this tendency to rely increasingly on the radio, by providing for earlier introduction into the benefits provided by newspapers.

Further, communication is studied in the middle grades. The growth of the newspaper is usually a topic under this heading. Unless the unit is carried over into the study of newspapers of today, there is a distinct loss.

High school, according to Grumette in *High Points*, (Dec. '36, Jan. '37), is the place where tastes and habits in newspaper reading change. But the same percentage of non-readers is present at graduation time. Could something have been done for these at a lower level?

#### *Types of Literature in the Field*

Articles and essays on the subject concern themselves chiefly with the secondary level; there are numerous investigations and studies on the habits, tastes and choices of high school pupils in their reading of newspapers and periodicals. The faults that accrue from lack of preparation in the elementary school are shown up. This material offers many practical suggestions.

For the elementary level the articles and essays may be typed under three headings: (1) Those that seek to correlate newspaper reading with school subjects and general goals of the school. (2) Those that consider propaganda analysis the big thing in newspaper reading. (3) Those that decry the dangers of sensationalism and plead for a place in the school library for the higher type of paper or magazine.

The use of newspapers to inject interest into school subjects is not new. Pictorial matter brought in by the children, oral and written discussion of the news in correlation with the social sciences has sufficed in many cases. Many worthwhile activities are listed.

The literature dealing with propaganda analysis has important contributions. How to secure growth in the intelligent

use of newspapers is shown in a number of units. Some articles are definite, i.e. they present a series of lessons. Others point out in a general way the dangers inherent in the daily sheets with a plea that the children learn how to handle these.

Maroney in the *Grade Teacher* of October, 1934, presents a unit based on textual study of the daily paper. A number of excellent activities are included. No department of the newspaper is neglected. Children go into the history of newspapers, and technical skills are carefully studied. There is, however, only one instance where propaganda analysis is touched on. The writer urges examination and discussion of news items from several papers. The list of specific objectives includes practice in properly using the newspaper. As an outcome, the "habit of reading the newspaper" is mentioned. Pupils will also learn to utilize all departments of the paper. While there might be a hundred per cent comprehension, the critical reflective type of thinking needed for intelligent use of the newspaper is not built up by this unit.

Mills in the *Normal Instructor* for August, 1929, pleads for the use of newspapers in school. A committee chosen by the teacher surveys newspapers of the community. Editorials, news-items, stories, advertising, and editors' views are studied. Sources of news are considered along with distribution of newspapers and work of the newsboy. The political affiliations of newspapers are scrutinized. An important topic is Constitutional authority for freedom of the press. Trade and special papers are brought in. Each child tabulates the kind of information received from the papers and writes a summary of how this project has helped him in mastery of his school subjects.

Units of this kind should influence the attitudes of young readers. They should thereafter read newspapers as if they were on a "lie hunt." Passive acceptance should disappear.

Cuzner, writing in *The Elementary English Review*, of February, 1930, studied the use of newspapers in the Lincoln School of North Hibbing, Minn. Each child stated the time spent in reading the paper. The pupils checked sports pages, comics, the front page, local news, editorials, advertising and other items. There were always more reading comics than other sections. Interest in editorials varied with the papers read, but never went above 15.9 per cent of the number reading the paper. In a few papers, the front page competed with the sports page. In the school library pupils spent no more than ten minutes on a paper on an average.

Investigations show generally that pupil interests is in sports news and comic strips. Tabloid papers and sensational matter are well liked. The seriousness of the situation is seen in these choices. The medium most accessible in later life is most improperly handled.

### *Suggested Program*

#### I. SPECIFIC OBJECTIVES.

- A. Sustained interest in the newspaper as reading matter.
- B. Ability to use the newspaper intelligently as a guide to contemporary life.
- C. Sense of the importance of the press.
- D. Responsibility of the reader and buyer in lifting standards of journalism.

#### II. INCIDENTAL APPROACH AT LOW GRADE LEVELS.

- A. Activities involving the newspaper as a source of information, as enrichment of school work, and as an influence in the development of character and citizenship.

## THE ELEMENTARY ENGLISH REVIEW

1. Collection and exhibit of photographs, news items, cartoons, children's features within comprehension of the group.
2. Preparation of booklets containing biographical subjects, "Who's Who" in the news, weather reports, farm news, safety campaigns, health projects, garden news, "success" stories, individual interests.
3. Bulletin boards or dummy newspapers subdivided into various departments of paper, children supplying items.
4. Collections of oddities in the news—oral work.
5. Collections of material having direct bearing on school subjects—oral and written work.

## III. OVER-VIEW OF THE NEWSPAPER.

## A. Make-up of a daily paper.

1. Display advertising.
2. Classified advertising.
3. Home economics pages.
4. Financial columns.
5. Editorials.
6. Local news.
7. Domestic news.
8. Foreign news.
9. Cartoons.
10. Comic strips.
11. Syndicated features.

## B. How the newspaper is used by readers.

1. How can the newspaper help me find a job?
2. In what way does the newspaper help my mother with her shopping?
3. If I found a dog, how could the newspaper help me locate its owner?
4. What part of the newspaper can tell me whether I need galoshes tomorrow?
5. What help does the newspaper provide for the betterment of your health?

6. What articles does the newspaper provide for your entertainment?
7. When would you refer to the newspaper for movie advertisements?
8. What can you learn about your favorite baseball pitcher from the newspaper?
9. Does your newspaper give you any information on your hobby?
10. Why does the newspaper print so many different departments?

## IV. INTENSIVE STUDY.

Note: At least two newspapers should be studied at the same time.

## A. The front page.

1. Location of most important news.
  - a. Comparison of most important news in different papers. (How papers differ in selection of news should be noted.)
  - b. Treatment of same news item as to space, headlining, emotionalism.
2. Headlines.
  - a. Degree of "yellowness" (Collection of headlines of rival papers over period of weeks. Note "news" played up, and degree of emotionalism.)
  - b. Deletion of headlines. (Pupils write their own after comprehending content of news.)
  - c. Subtitles.
3. Filler-in items.
  - a. Why should these appear on the first page?
4. Political cartoon.
  - a. What light does this feature throw on the news?  
(Collection of cartoons over a period showing degree of emotionalism, and political and social views of paper.)

## B. How the paper gets news.

1. The reporter (Children report the



same events in the community, noting differences in reporters' emphases.)

2. The interview.

- a. Find personal interviews in papers.  
(Children act as interviewers, noting differences in results.)

3. Foreign correspondents.

- a. List foreign correspondents in both papers.  
(Which paper devotes more space to foreign news? Which paper has a greater number of foreign correspondents?) Bar graphs.
- b. Difficulties in the work of a foreign correspondent.  
(1) How do "rumor," distortion, suppression, come in?
- c. Comparison of foreign correspondents.

4. Press associations.

- a. List press associations in both newspapers.
- b. Why are these reports generally the same in both papers?
- c. Are these reports more reliable than those of foreign correspondents?

C. Comments on the news.

1. Editorial page. (Review difference between editorial and news items.)

- a. Compare editorial subjects in rival papers over a period of a week.
- b. Whose views are expressed in editorials? What or who influences these views?
- c. Compare papers in regard to opinions expressed to editor by readers. Have children write to newspapers on a topic vital to them.

2. Signed Editorials.

- a. List and collect syndicated articles in different newspapers.

- b. Compare views expressed by these writers with those expressed in unsigned editorials in same paper.  
(Which are likely to be freer expressions?)

D. Circulation department.

1. Importance of.
2. Role of advertiser.
3. Effect of circulation on policy.
4. How newspapers seek to increase circulation.
  - a. Special departments.
  - b. Publicity for special groups.
  - c. Circulation contests.  
(Reader responsibility in this matter. Insurance policies, essay contests, children's prizes.)

E. Indirect advertising.

1. Relation to direct advertising.
  - a. Tabulate space given to movie columns in relation to direct advertising by theaters.
2. The publicity man.
  - a. Have children keep tally on the movie stars receiving repeated notice in gossip columns. (Why are certain people always mentioned?)
  - b. Study of home economics pages, listing products receiving undue notice.

F. Direct advertising.

1. Benefits of in better, more readable papers.
2. Harm—suppression of unfavorable news, playing up of favorable news.
3. When is advertising withdrawn?
4. What makes newspaper advertising effective?

G. How to read foreign news.

1. Which countries received mention in the news this week?

# The Bell Always Rang

DOROTHY MILLS HOWARD

Vernon L. Davey School  
East Orange, New Jersey

THE SEVEN-SIX class in the Davey School was playing a grammar game. Nouns! "Tony laughed at the teacher." Tony—subject of the verb—laughed. Another pupil shouted, "The teacher scolded Tony." Then came a chorus, "Tony—direct object of the verb, laughed." Tony became, in turn, an indirect object of a verb, an object of a preposition and a predicate nominative.

Tony was a polite and inoffensive member of the class. The sentences seemed very funny to his classmates and to him. Donald wanted to make some sentences about Antoinette but he could not spell her name. Robert thought of a funny sentence about Camille, so he gave her a poke to ask her how to spell her name. Then the teacher spoke.

"We need to have a spelling lesson of our names," she suggested. "What do you think about it?"

A noisy approval of the suggestion banished the grammar game from thirty minds and the class was started on a new project which developed far beyond the simple plan the teacher had in mind when she suggested the spelling lesson.

Fifteen children wrote their names on the board that first day, each child telling what he knew of his name. He told where his last name came from and when it was brought to America, if he knew. He told, if he could, how he came by his first name and about his christening name. Italian children told the class the Italian spelling of their names. Stanley Kluczek told of his father who brought his name from Poland, of his grandfather, and of his great grandfather who was born in Po-

land in 1823. Grace Sanfelipe knew that her father brought her name from Sicily and changed the spelling from San Felipe; she knew that Sanfelipe meant "Saint Philip." She told the class of her mother who fled Russia, went to Sicily, married her father and came to America. Shirley Schureman had a Dutch ancestor who was a spy. Her classmates gasped in excitement over the spy story. Marie LaSalle did not know her name was French until she went home and asked her mother about it.

Best of all were the nicknames, good, biting metaphors—Pork, Mush, Peanut, Half Pint, Pigtail, Stopper, Shake, Ace, Lefty, Dutchy, Whitey, and on and on. This led to a discussion of the probable origin of names, and language beginnings, to a consideration of our melting pot American language which has assimilated words from the languages of all the world and to questions about the ancestors of such words as *exit*, *rodeo*, *sombrero*, *lasso*, *chauffeur*, *kindergarten*, *camouflage*, and even *democracy*.

Dictionaries were brought from the cupboard and words were found with the notations, *Ger.*, *E.*, *Fr.*, *Lat.*, *Gr.*, or *Scand.* beside them. The pupils learned the meaning of those notations and proceeded to further discussion of the nature of the American language, stressing the fact that, though English is the basis, our language has been enriched and changed by the incoming immigrants throughout the years.

Then the bell rang.

A week later there was a spelling test on the fifteen names of the week before.

The remaining fifteen pupils in the class wrote their names on the board and a great discussion followed. Many of the children had asked questions at home and brought back exciting stories of other days and other lands. Timid ones, who, the week before, had claimed ignorance of their family history, forgot their timidity and spontaneously told stories which received the appreciation of their classmates. Virginia Maskeleris' father and mother brought her name from Greece. Patricia Kavanaugh's grandfather came from Ireland and knew beautiful old folk tales which he embroidered with his own lively imagination and passed on to his grandchildren. Camille Marti's father and mother were French Swiss. Delsita McFall was named for a Spanish grandmother in Cuba.

The teacher asked the pupils if they would like to write down some of the interesting things they had told the class about their names and about themselves. There were no dissenting "No's." Paper was passed and a work period followed in which oral discussion became written record. Much material was added, as the teacher found later when she read the compositions.

The next day the period started with a short discussion of paragraphing. The teacher suggested that the compositions of the day before could serve as introductory paragraphs in their life stories. The words "biography" and "autobiography" were used.

"Do you want to write your autobiography and let this be the beginning paragraph?" she asked.

There was an enthusiastic majority "Yes." A few said they did not know enough about themselves to write autobiographies, or that they didn't know how. They intimated that they were being led into water too deep for them.

"If I help you, do you want to try?" asked the teacher.

They agreed and the class started a long discussion of plans for the autobiographies. How and where in their life stories should the second paragraphs begin? How far back could each pupil remember? Some could not remember anything which happened before kindergarten days. Some could remember as far back as the second year. One by one the children decided upon plans and settled down to work. The room was quiet except for scribbling pencils and rustling paper. The second paragraphs were going.

Too soon the bell rang.

Next day when Seven-Six came to English, a dozen children crowded around the teacher's desk to say, "Let's work on our autobiographies." One girl asked, "Why can't we make a book of them and put them all together?" One boy said, "No, let's each of us make a book of our own so we can take them home."

The teacher agreed to both plans. First, each pupil could make a booklet for himself. Then each would contribute to the class book. Lettering charts were thumbtacked on the front bulletin board so that children could practice lettering at odd moments. The teacher gave group help in letter formation, building upon their previous experience in lettering.

Six committee leaders were chosen and the remaining class members each chose a committee in which to participate. The purposes of the committees were mutual help in proof reading and help in rhetorical improvement. Committee meeting places were chosen in various corners of the room and in the alcove.

After that day the procedure in English period varied between work periods in which each child worked on his own

story, committee meetings for help and revision, occasional class discussions, and reading aloud from the stories.

One boy decided he wanted to write under a pen name. The idea was catching. One by one pen names were chosen and autobiographies became biographies. First person pronouns were changed to third throughout the manuscripts. On the blackboard the teacher wrote the words *pseudonym* and *nom de plume*. These attractive big words caught on right away.

Every day from then on the bell rang too soon. But when a month had passed and Christmas morning skipped round, several fathers and mothers were surprised to find themselves the owners of biographies, hand lettered, hand illustrated, with such titles as "The Story of Applehead" by "Archibald McDonald"; "Half Pint Hercules" by "Frank Butterfly"; "Patricia, Patsy and Pat" by "Pi Que"; "The Boy Who Lived On Oak Street" by "Alexander Kid"; "The Girl Who Had Experience" by "Lorna Day."

Before the individual books were completed the class book was under way. Sandwiched into the class book project were spelling lessons on lists of misspelled words in the individual books. One day when the class book was almost completed the teacher brought up the subject of an "Introduction" for the book. The class agreed that the introduction was necessary but little headway was made in the accomplishment until the teacher dramatized the situation for the group. She left the room, and came in again, pretending that she was a visitor. She

saw the class book on a desk, picked it up and examined it. Then she said to the nearest pupil, "Who made this book?"

The pupil gave a concise, complete answer.

"How did you come to make it?" she asked another child.

This question was answered with the help of two colleagues. Another question and, suddenly, the purpose of the introduction flashed clear and bright. Each child wrote an introduction, pretending he was telling a visitor about the book. The efforts were pooled and edited into the final form.

The book was bound in an elective bookbinding course under the supervision of the same English teacher and by Seven-Six classmen enrolled in the course.

Not long after the Seven-Six class began their bookmaking job, rumors began to travel about the school. Seventh graders in other sections rushed in to say, "That's a gyp. Why can't we make books too?"

"You can," the teacher answered. And the bookmaking epidemic spread.

And now, after the 3:05 bell has rung, initiating the great exodus from the school building, the teacher sits at her desk surveying the room, silent, except for the whirring ventilator.

"Perhaps," she says to herself, "Perhaps the League of Nations is not dead. No columned halls in Geneva but a classroom in East Orange is the setting. Representatives of world democracy are now twelve-year-old boys and girls deliberating peacefully the phenomena of languages, races, and nations."



# The Newspaper Interprets The School

AMY MAY ROGERS

*Van Gilder School  
Knoxville, Tennessee*

LATE IN the school year of 1935-1936 the sixth grade of Van Gilder School decided to begin the publication of a paper. This group had done very good work in an English unit with a classroom paper, and the children felt that they could manage two or three issues of school news in which all the pupils of the school might have a part.

Accordingly, the first number appeared in March, 1936. The first editorial stated that the paper was "being published so that the children of different parts of the school, and of other schools, may know what we are doing."

This, insofar as they had an aim beyond the present enjoyment in the activity, was the objective of the group. But the teacher and principal had another as well. It was our hope that the paper, going into a majority of the homes, would be a real reflection of the school's work; would make clearer the school program to those parents already interested, catch the attention of those who were indifferent, and satisfy, to some degree, the natural curiosity of many who were unable to visit classes or to attend the P.T.A. meetings.

In order to approach these objectives, we have endeavored consistently to hold to our first plan of having every class represented in every issue, and, whenever possible, some reproduction of, or some item concerning, every type of lesson or activity.

Each primary class is given a page, and the remarks of parents and children alike

indicate that the illustrations and manuscript-printed news of this section are popular with adults and high-school boys and girls, as well as with our own pupils. Most of the space is given to news stories of various class activities, and announcements of school picture-shows and other entertainments. Like our metropolitan newspapers, *The Van Gilder Mirror* has columns devoted to special features, such as editorials, seasonal articles, book reviews, jokes, puzzles, and news of the Y.M.C.A. school group, the Gra-Y and the Boy and Girl Scout troops to which many of our children belong. The pupils are also encouraged to contribute original stories and poems, of which there are several in each issue.

With the exception of the contributions of the room reporters, who are chosen in various ways, and one editorial by the editor-in-chief in each issue, the work of all contributors is strictly voluntary. Sometimes, usually at the English teacher's suggestion, good class work is published, but the children are encouraged to develop the sense for news, to keep their eyes open for events which, in their words, "will be good for the paper," and to write with the understanding that, to be published, the finished product must be interesting. They are told that thousands of manuscripts submitted to the editors of "real" magazines never reach print, but that people who desire to write try again and again, and that the decision of the staff is final. Of course any child who asks for it is given help on any article, and occasional class periods are set

aside for work on the paper, but children who do not wish to contribute are assigned other work without comment.

That first spring there were three editions of *The Mirror*. The next school year we had four, two issues in each term. The year 1937-1938 saw five issues, and 1938-1939, eight.

In some respects we are dissatisfied with the development. Our circulation does not increase as we would like to see it, and there are still many parents uninterested. But we have recently made a survey of the reaction of both parents and children toward the paper, and we believe the things thus learned will help us to reach our objectives more quickly.

In answer to our question, "What part of the paper interests you most?" the reply was, naturally, "The work of my own child's group." But the questions, "Does the paper tell you anything about your child's school life?" and "What values do you see in a school newspaper?" brought interesting and helpful comments and suggestions. Some of these, we feel, are worth quoting here.

One mother wrote: "I work and don't get to attend the P.T.A., so I read *The Van Gilder Mirror*. If you worked and depended on the teacher to teach your child everything you would love to help with, then you would understand why I enjoy the school newspaper."

Another, a woman most interested in the P.T.A. and in school activities, replied: "It gives a picture of the school as a whole, and enables the mother to discuss with her child different phases of school work. It makes for integration. It develops leadership, initiative, originality, is a great source of pleasure to the lovers of the printed word, and fosters development of interest among the indifferent."

Another active P.T.A. member said: "The school paper, through its items on books, attendance, health, safety; its poems, personals, and regular class reports, brings the child's school atmosphere into the home, thus giving parents a clearer understanding of life in the school where a great number of the child's hours are spent."

Two of the mothers responded as follows: "We can understand more what our children are doing; it keeps us in closer contact with their work, and encourages them to do more." "The paper encourages story-writing, and the study of current events. My child is continually trying to write a story or to obtain some sort of news for the paper."

From one home, where both father and mother read the paper, we had it beautifully summed up: "The development of a child's mind seems a slow process from day to day, from the first grade through the sixth. But the paper records clearly the progress made from pictures and crooked printing in the lower grades to the organized work of the older classes."

The suggestions fell into two groups; those favoring more examples of certain work, such as stories, or more detailed room reports, and those favoring some plan whereby every child in the school would take his turn at writing for the paper. One mother expressed a wish that the teachers would announce, in its pages, unit outlines in advance, so that mothers could plan the children's reading and home activities around those outlines.

It is clear then, that we are moving, however slowly, in the direction of our goal, and with the approval of parents to cheer us on, we hope to come closer to the realization of our objectives during the remainder of this year, and in those to come.

# Graphic Grammar

NOMA RILEY

*Northwest Junior High School  
Kansas City, Kansas*

A PICTURE is worth a thousand words, nay, for children, ten thousand! And how often have you felt the lack of illustration in the teaching of grammar, where it is so much needed? For there the pupil has one of the hardest tasks, that of grasping the abstract idea of the relation of words in a sentence to each other; and he must get it from more words, rules, definitions, presented in technical terms and in a style far removed from his own mode of expression.

Too often he will learn the rules and definitions by rote, and apply them mechanically, according to a fixed pattern. Frequently even the willing pupil can do no more. How often have you felt after repeated explanations, recitations, and drill that the pupils were just close to understanding? You know that under guidance they can proceed fairly well, but on their own they almost invariably fall short of true analysis. Most discouraging of all, when you return to review a topic after even a short lapse of time, it's all gone, and the work is to be done over. Why not, in the perplexing study of grammar, make more use of the invaluable resource of illustration, pictures, cartoons, graphs, and since there are few ordinarily available for your purpose, why not provide some simple ones of your own?

Illustration work in grammar is perhaps best introduced at an intermediate stage. You will proceed as usual, guiding the pupils carefully in class, choosing material that introduces one difficulty at a time, in the order of difficulty, provid-

ing a variety of sentences so that no one pattern or rhythm is emphasized. Then, when a good start has been made, organize the experiences, facts, rules learned thus far and try to put them into graphic form. At this point the pupil will have some more or less definite concepts and the work of illustration will often make them his very own. Almost any rule will be made more meaningful, as can functions of parts of speech, and puzzling points of usage and grammar.

Below are a few examples from a collection of illustrations made by seventh grade pupils. The drawings are of the simplest type, using the cartoon technique.

Pronouns on the substitutes' bench, ready to take the place of the regular players, the nouns.

A series for the common and proper noun, in which figures representing common nouns, persons, or places, or things, are placed on the left side of the poster, and on the right side an individual is singled out and named by its proper name, for example, the quintuplets, and Marie.

The pronoun in a sentence reaching out a long finger to indicate its antecedent.

The possessive adjective, doing double duty, indicates with one hand its antecedent and announces, "I represent him," and with the other hand points to its noun, saying, "I modify him."

"I'm first, you're second, they're third," for the person of nouns and pronouns.

Descriptive adjectives adorning a noun or pronoun.

For proper adjectives, a series in which various objects are placed against a map or picture from which they derive their proper adjective, a Siamese cat, French flag, Chinese rug, Parisian gown.

Comparison of adjectives shown by similar graduated figures for one syllable adjectives. *More*, *Most* serve as bases for the comparison of others. Figures that fit the word for such adjectives as *good*, *better*, *best*.

Adverbs assisting or intensifying adjectives, as, *tall*, *very tall*; *sharp*, *dangerously sharp*; or doing the same work for other adverbs, *very slowly*; *fast*, *too fast*.

The three adverb brothers, *How*, *When*, *Where*.

In contractions, a letter steps down from the word, and the apostrophe climbs up into his place. Others show the word before and after "shrinkage." Troublesome contractions handled individually, for example, *they are* picks out his correct contraction and shuns *there* and *their*. Likewise, *you are* rejects *your* as his substitute.

In the usage series, several ways of getting rid of the "hitch hikers" in *where at*, *off of*, *have got*, *had ought*, *this kind of a*.

*Am I not*, *isn't*, *aren't*, refusing to recognize *ain't*.

Demonstrations of putting things *into* a box, walking *in* a room, and walking *into* a room.

*Between* stands between two persons, *among* in a group of three or more.

*Different* chooses *from* to follow him and chases away *to* and *than*.

A preposition formally asks, "May I introduce my objects, Noun and Pronoun?"

A preposition announces that, unlike Garbo, he doesn't want to be alone, but rather in his phrase.

A prepositional phrase doing the work of an adjective or adverb.

A preposition reaches over to indicate clearly how he governs all his objects in such troublesome phrases as "for you and me."

A Jack-in-the-Box pops up to announce the subject of "Watch your speech" is *You!* In another, the subject *You* (understood) peeks from behind the edge of the sentence. In another, it is hidden behind a placard which drops down to reveal it. In another, it perches atop a railroad sign, "Stop! Look! Listen!"

Various pictures bring out the identity

of the subject and the predicate noun in such sentences as "He is a professor."

A series for the linking verbs, in which the verbs are just that, links, of one kind or another.

A series for the transitive verbs, in which figures show, as literally as possible, the action of the verb carried over to the object. Contrast brought out between these transitive verbs, and the intransitive verb which needs no object to receive the action.

Verb helpers represented as a cane, crutch, parachute.

For conjunctions, numerous variations of the connecting idea for words, phrases, and clauses.

The clauses of unequal value of the complex sentence represented, for example, by an engine and coach, showing that the independent clause, whether it precedes or follows, is the moving force of the sentence. Other cartoons show the dependent clause propped up against the main clause, or hanging from it.

Since accuracy and clarity are the main requisites, it is well to be as literal as possible, and it is advisable for the average class, at least at first, to direct its efforts toward the illustration of definite topics studied in class. A preliminary check of the rough drafts will avoid the hazard of time and thought being given to the presentation of an incorrect idea. Suggestions can also be given for minor corrections and improvements to the pupil whose idea is basically sound. It is better not to attempt original illustrations until you are reasonably sure the class will not produce too many wrong or pointless ones.

No artistic ability should be required. In fact, complicated drawing is rather to be discouraged, for it detracts from the lesson of the illustration. Too much lettering is likewise a disadvantage for the same reason. After all, the clearer the concept, the keener the analysis, the fewer the strokes and words needed.



# Mechanics and Meaning in Composition\*

ETHEL MABIE FALK

Formerly Supervisor of Curriculum, Public Schools,  
Madison, Wisconsin

IN A GENERAL meeting of the American Association of School Administrators several years ago, one of our distinguished leaders closed a plea for better teaching of the fundamentals with the resounding sentence, "I'd rather be *right* than *progressive*." Thunderous applause greeted his remark. A natural tendency in me to resist ideas that are convincing principally because of the tone of voice in which they are uttered made me inquire of myself, "Why not be both?"

The language teacher today finds herself between two similar extreme points of view, (1) the belief that if children are only given sufficient opportunity to express themselves freely in discussion, in letters, and in other ordinary language activities, they will develop standards through the very experience of talking and writing, and (2) on the other extreme, the belief that the principal responsibility of the elementary school is to teach correct word usage, sentence structure, and the traditional rules of writing. Both points of view have their ardent followers. But it may be possible to find a middle ground.

The teacher who attempts to follow an intelligent procedure, to emphasize both meaning and those mechanics that are important in meeting social expectations finds little help in published research. Most summaries of studies, including those made by this Conference

and the one by Dr. Brueckner in the Thirty-eighth Yearbook of the National Society for the Study of Education, contain statements of disappointment that we have given so little study to quality and meaning in expression. When we examine standards and scales for judging expression, objective tests, and permanent record forms, we are even more discouraged with the undue stress placed on mechanics. There have even been letter-writing scales so concentrated on mechanics that one might leave out the body of the letter and still meet all of the stated qualifications of a good letter. We have made so-called studies of individual differences which have been nothing more than summaries of the frequencies of errors in word usage, capitalization, and punctuation. Research workers are confused and uncertain as to what should be the life situations in language for which we should be preparing, what ought to be the balance between the various types of activity, letters, note-taking, discussion, reporting, etc., how to secure more meaningful and interesting expression, or what, if any, mechanics ought to be taught. In fact, with all he knows of what we do not know, the research worker would hardly dare face a group of boys and girls tomorrow and presume to set up a language program for them.

Yet 22,000,000 boys and girls in our elementary schools this morning can't wait for research to point the way. And it is in the promising procedures of some

\*Read before the joint session of The National Conference on Research in English and The American Educational Research Association in St. Louis, Missouri, February 27, 1940.

thoughtful classroom teachers who are responsible for the language growth of those children that I see the nuclei of types of research that may eventually result in extensive studies of the more significant aspects of language. I shall illustrate with only two: (1) studies of the language characteristics of individual pupils, and (2) studies of the language situations which children meet outside of school.

In order to determine the kind of program needed by their pupils some teachers are making observations and informal records of each child within the first few weeks of school. These notations are sometimes written on small cards and later placed in the individual child's folder. Statements like this are found:

S. M. Is very thorough, so thorough that she tells both important and unimportant details. Is overly careful and a little too critical. Has the insight and intelligence to become a very interesting speaker but needs to break down some of her reserve. She is very fair in her consideration for others.<sup>1</sup>

On a third grade pupil's card these notations appear:

O. F. Her contributions are long, chatty, and interesting. Her quantity is better than quality. Her aim is to get the work finished—and soon. Satisfied with careless, too-rapidly completed work. She knows and uses rather unusual words but doesn't always understand or have correct concepts of the most common words. This may be because she becomes almost sick with embarrassment when she finds herself caught talking before the whole class. She freezes up and will not clarify or complete her expression.

Such records serve to indicate the emphasis needed by a certain class—in one case there may be apparent the need to supply much enrichment because of a paucity of interesting experiences in the environment, while in another case there may appear the need rather to emphasize better social attitudes because of exhibitionism, supercritical listening, or the habit of talking convincingly with vague or incorrect information.

<sup>1</sup>Record made by Idelle Boyce, "Judging by Results," *Childhood Education*, (January, 1938) XIV, No. 5, pp. 200-205, 234.

Other studies that are being made in classrooms have to do with life situations in English. Using the functional centers selected by Roy Ivan Johnson in his study with junior college students<sup>2</sup> elementary teachers *may* and *are*, studying for example, the letter-writing and telephoning situations met by their pupils. In one third grade class<sup>3</sup> where the children were asked to tell how many times and for what purpose they had written letters in the last month, these conditions were found: (1) In general, these children write letters for a definite purpose, not merely to carry on a correspondence. The single exception is in writing to grandmothers. About one-half of the children carry on regular correspondence with their grandmothers. (2) Most of the other letters reported were notes of appreciation for gifts, trips, or favors enjoyed. (3) A surprisingly large number were of a business type—many to sponsors of radio programs or orders for toys.

The telephoning study revealed that all children in the class had telephones in their homes but that seven never used them. The answering of the telephone was a more common experience in this class than the placing of a call. Making plans with friends for play or for going somewhere was the most frequently mentioned reason for telephoning.

In another class the situation might differ greatly. What we need are many such studies over a period of years and in many places.

Certain classroom practices also indicate that teachers are making an effort to stress meaning first but also those mechanics that are essential to meaning. If the situation which impels expression

<sup>2</sup>Roy Ivan Johnson. *English Expression*. Public School Publishing Company, Bloomington, Indiana, 1926.

<sup>3</sup>Study made by Dorothy Greenleaf, Randall School, Madison, Wisconsin.

is significant to the child, he wants the security which comes from knowing that he can do it well. More teaching is now taking place during the preparation for expression—decreasing the need for correction afterward. Committees who are to make reports gather around a table with their notes and under the teacher's guidance organize their reports. Ways of making points interesting and impressive by the use of examples or of pictures, the habit of handling disagreements by reference to authority, the obligation to give credit to sources by naming the person from whom one received information or giving the title of the book read, are all objectives that can be met in these preparatory discussions.

In order to stress the importance of the body of the letter, teachers are following the practice of always having the body composed first as a rough copy. Form receives no special attention until the letter is ready to be copied for mailing. To make the difficulties of arrangement and capitalization somewhat less of a handicap to writing, some teachers are preparing class stationery with headings supplied except for the date and with margins and greeting correctly placed on the mimeographed letter paper. The extreme fundamentalists will object to having things made too easy for boys and girls, but we may answer by pointing to a growing desire to write letters among children in the classes where the mechanics are made simpler to handle.

At one time we tried to solve this problem of the burden of mechanics in written expression by limiting the amount which we permitted children to write. Do you recall the stereotyped one sentence compositions in grade one, two sentences in grade two, etc.? That plan of preventing mistakes by never placing the child in the situation where he can

make a mistake is like always keeping matches away from him. It works just as long as the child does not need to use matches. After that his isolation from the hazard becomes a handicap. So it is with writing. If we could be sure that the child would never need to write more than the few sentences which we have allowed him to write, his isolation from the writing conventions with which he has never had experience would be no handicap.

However, with the demand that language instruction in school deal with typical life situations, the variety of needs for writing and the differences among children make such uniformity unnatural and ineffective. Obviously, we have gone beyond limiting the number of sentences as a technique for simplifying instruction in mechanics.

Yet, the problem still remains. We simply cannot teach in each grade all the mechanics for which the child has need in his writing. As proof of this I give you a list of punctuation and capitalization situations which appeared in twelve papers written by third grade pupils. The papers were varied in character, some being letters, others reports in social studies, and others vacation notes for a class newspaper.

Situations requiring knowledge of a specific capital letter or punctuation convention: sentence beginning, capitalization of a title, day of the week, names of persons, names of holidays, names of countries, the word *I*, the name of a park, the names of cities, peoples of a country, the names of months, the names of streets, the names of lakes, sentence-ending marks, the comma for words in a series, quotation marks—the comma and capital letters required in writing quotations, the apostrophe in contractions, the apostrophe in possessives, the greeting of

a letter, the closing of a letter, the names of states, the names of special buildings.

In addition, the children of this particular group faced the confusing situation of knowing which of these names of birds should be capitalized—wren, blue jay, English sparrow, and Baltimore oriole. Is it any wonder that they played safe and inserted a few extra capitals here and there as well as a few unnecessary apostrophes! Somewhere children seem to have gathered the belief that to put such marks where they do not belong is a less serious error than to omit them where they do belong. We sometimes glibly say to teachers, "Teach the language skill when the need arises," but do we realize how many different needs arise? You can't keep a third grade pupil's mind on meaning and at the same time teach him a dozen or more conventions of writing that he may need to use in expressing his meaning.

I suggest that we face very realistically the problem which the elementary teacher has and help her to set up criteria and conduct research that will determine how she may reduce the emphasis on mechanics.

We might set up as one criterion *frequency of need*. Individual teachers could place in rank order the conventions for which the pupils of their grades have most frequent need. Such lists should include some of the conventions needed in the newer activities that have become a definite part of the school program. Perhaps the comma and dash used in writing page numbers in a bibliography will need to be taught earlier than the comma in the case of address, if that criterion of *frequency of need* is the basis for selecting the items to be taught. Another criterion might be *difficulty of teaching*. The word *I*, because it is always a capital letter, is easier to

teach than the capitalization of words which are sometimes proper nouns and sometimes common nouns. A third criterion might be *social importance* or the penalty which society places upon the failure to follow the convention. Probably the failure to capitalize a name is regarded as a grosser error, especially by the person to whom the name belongs, than the omission of the comma in a series of words. A fourth criterion might be the *importance of the convention in conveying meaning*. Are any of the commas in letter headings, greetings, and closings, essential to meaning except perhaps the one that separates the numbers in the date?

Such studies would not be difficult for the individual teacher to make. They would not be entirely objective, but conclusions would be the well-considered opinions of good teachers. From such studies teachers could select a few aspects of mechanics which they would attempt to present at each grade level. More important, they would be able to determine a large number of conventions on which instruction could be postponed to a later grade. If we do not try to teach too many different items we may be able really to teach the principle which governs the punctuation or capitalization. That we are not doing so now is clear because we find children grasping at clues—putting an apostrophe between every *n* and *t*, whether the word is *won't* or *want*, or before every *s*, whether the word is *this* or a possessive like *boy's*.

Having arrived at the decision to teach only a few, most essential conventions—not necessarily the same ones in all schools—teachers can plan for a cumulative attack on those skills in succeeding grades. Many studies have shown the persistence of difficulties through many grades. This seems to indicate



need for each teacher to determine which conventions have been partially or completely learned by her pupils in previous grades.

Further, if all the teachers of a school system co-operate and pool the results of their study of children's writing needs, we may have the beginning of some of those studies the absence of which we all deplore. It is my hope that the teachers of Houston, Texas, in their present effort to develop some sequence in the language skills needed in an activity program may have some techniques to give to other teachers.

Since we do not have extensive, scientific studies to guide us, and yet we have these boys and girls whose problems in language will not wait, I suggest such simple classroom studies from which may come for the teacher clearer purposes and for the pupil more effective instruction. By combining such studies, we may arrive at significant curriculum contributions. Nation-wide studies, such as the O'Rourke usage study<sup>4</sup> and the Fitzgerald<sup>5</sup> letter study, commendable and necessary as they are, will not enable any individual teacher to know what type of language program is needed for the pupils of her class. She must add the information gained from her own studies to the generalizations gained from the more extensive studies.

Teachers who are emphasizing meaning and social relationships in their language teaching need the support of administrators in making clear to parents the objectives of their language program. Many parents, even though they admit

their inability to handle discussion without antagonism, their dislike for letter writing, their terror at the prospect of having to make even the simplest report before a group, still feel that the answer to most of our problems is to be found in a more intensive study of formal grammar. Through discussions at parent-teacher meetings, through individual interviews, through the use of personal record cards that will year by year show the pupil's growth, we must carry on a public relations program and secure the co-operation of parents in our efforts to enable children to communicate their ideas. Parents may be encouraged to report to teachers any changes in the child's language at home — greater courtesy, willing participation or interesting contributions to the home conversation, increased competence in the use of the telephone, greater assurance in making or responding to introductions, effort to correct certain errors in word usage, or independence in writing letters which need to be written. Such parent comments should be recorded in the child's personal folder as indicating growth just as significant and probably far more permanent than improved records on an objective language usage test.

In summary, I suggest that we encourage and assist teachers who are carrying on studies of the language and personality characteristics of the pupils in their classes, of children's communication needs at various ages, of the mechanics that are necessary in conveying meanings, and of ways of securing the co-operation of the home in their programs. From groups of such studies we shall learn much of the nature of children's problems and also far more than we now know of how to evaluate their growth in language.

<sup>4</sup>L. J. O'Rourke. *Rebuilding the English Usage Curriculum to Insure Greater Mastery of Essentials*. The Psychological Institute, Washington, D. C., 1934.

<sup>5</sup>James A. Fitzgerald. *Letters Written Outside the School by Children of the Fourth, Fifth, and Sixth Grades*. Doctoral Thesis in Education, University of Iowa, Studies in Education, Vol. IX, No. 1, Iowa City, Iowa, 1934.

# The Legion of Citizenship

## A PLAY FOR CLASS PRESENTATION

MARY M. DEEGAN

*Principal, Gardner School*

*Valparaiso, Indiana*

### PART I

(A group of boys are engaged in a game; soldiers march past.)

DUANE: Hats off, the flag is passing by!

EDWARD (running toward leader): Where are you going?

HENRY (commanding): Company halt! One! Two! We're going to war, lad.

DUANE: War! What are you talking about? There are no savages in our country.

EDWARD: Didn't our Dads who are in the American Legion settle this business of war?

HENRY: Yes, they thought they had it settled. There are still some enemies hiding in places about this country, and believe it or not, some of them creep right up on our own ——— School.

BOB (another member of the Company): Yes, haven't you spotted them?

LAWRENCE (member of Company): The worst part of the trouble is that they are hidden enemies. They get right inside of people. They are sometimes hard to find. We soldiers must be very alert as well as brave.

EDWARD: We'd like to join your army. May we, please?

KENNETH: May we? Are you taking on recruits?

HENRY: The army will be glad to receive you if you are red-blooded enough to face the enemy. Forward, March!

(Company leaves, recruits following.)

### PART II

(Reunion after war, recounting the important battles.)

JAMES: It was a desperate struggle, fellows, but I'm glad I did it.

DICK: What was your greatest battle, James?

JAMES: Well, sir, it was the night on which an ugly-faced monster named Sneak crouched at the entrance of a theater and tried to persuade a boy to slide in to see the show without paying. The boy couldn't fight old Sneak alone, so I slashed him with my sword of Honesty. Then the boy was free to pay for his ticket to the movie.

JACK: Good! My greatest tussle took place right down here at the school door. A coarse, rough, creature, Rudeness was his name, made some of the boys and girls forget their manners and caused them to push ahead of others just to be the first to get into the building. With one stroke my saber of Courtesy laid him flat. Then the boys stepped aside; one held the door, and the girls went first.

JUNIOR: Did you see any real fighting, George?

GEORGE: Did I! You should have been near one night that I hammered old long-nosed, shaggy-haired Disobedience with my trusty gun, Obedience. What do you think? He told a little girl in the second grade that she might stay and play awhile in the swing, though her mother had plainly told her she must come home just as soon as school was over. The girl thanked me for saving her from the old demon.

LAWRENCE: I suppose her mother was grateful, too. By the way, Buddies, I had a serious round on the playground one day.

A horrible snake-like enemy almost got by without my seeing him. It was Foul Play, hidden under the skin of one of the players. In this disguise he was trying to take advantage of some of the players by tripping them. As soon as I sighted him I darted at him with my submarine, Fair Play. Down he sank, never to rise again.

HENRY: Fine! That will make the playground "safe for democracy" in the future. My bomb of Courage dealt a fatal

blow to the enemy Weakling who kept children from saying "No" when they should say it.

WALLACE: Do we go to the American Legion Convention next year?

HENRY: Oh, I suppose we will. Our chief business, though, is to keep our standing army of Courage, Honesty, Courtesy, Obedience, and Fair Play always ready to protect our Flag and the honor of ——— School.

(One verse of America the Beautiful.)

---

### GRAPHIC GRAMMAR

(Continued from page 268)

Your collection can be cumulative from year to year, the best ones being preserved in attractive poster form, in the size and quantity that you can conveniently put into actual, active use. The greater number, on ordinary light 9 by 12 paper, can be kept on file, instantly accessible whenever the need arises. Each pupil can keep in booklet form for his own reference a supply of his own original drawings and his copies.

Among several definite advantages of this kind of work the strongest is that of motivation. The pupil will probably be interested in making an illustration and will think about ideas for it, and thus be impelled to an analysis of the rule or the function of the part of speech in question. It is better still if he knows that his work will be put into actual class use. For the pupils who do not do the actual work of illustration, interest is aroused. They will study a picture when they will not study a rule. Perhaps the verdict of "dry" pronounced upon grammar by the

average and less than average pupil is the result of a lack of illustrative material to enliven it.

For the less than average pupil, pictures and graphs provide a key for identifying and remembering, a mnemonic for those who will never be masters of the subject, but who should and can remember. This type of pupil can imitate, reproducing with variations a picture or cartoon, even if the basic idea is not his own.

Illustrations save time in review, recalling forcibly and quickly the main points taught without torrents of explanation. There are various ways in which they can be used for review, the simplest being a display for consultation, identification, or classification. Each pupil can concentrate on those which deal with his own particular difficulties.

In review and learning, there is, in the study of grammar as well as in other subjects, a real use for "the right picture at the right time."

# Latin American Countries In Children's Literature

MARITA HOGAN

Chicago Public Schools

MARGARET YESCHKO

Edwards School, Chicago

(Continued from October)

## For the Older Child

Allen, Merritt P. *Sir Henry Morgan, Buccaneer*. Illus. by Manning de V. Lee. Century, 1931. Grade 7-9.

An adventurous tale of the exciting career of Morgan, the Buccaneer, climaxing in the capture of Panama. A stirring picture of history-making days of the seventeenth century.

Beebe, William. *Exploring with Beebe*. Illus. by the author. Putnam, 1932. Grades 7-9.

A collection of adventure stories selected from the author's various books for adults. A storehouse of information about the physical and geographical aspects of the Pacific islands, with particular emphasis on animal life.

Bennett, Charles M. *Tim Kane's Treasure*. F. P. Dutton, 1931. Grades 7-9.

The loot from Panama Cathedral forms the nucleus about which the adventures of the pirate Morgan and Tim Kane and his band are centered.

Craine, Edith Janice. *Conquistador*. Duffield. Grades 7-8.

An adventurous story of the Spanish conquest in the sixteenth century, based on the exploits of Pedro Cieza de Leon in the neighborhood of the western coast of South America.

Craine, Edith Janice. *The Victors*. Dodd, Mead. Grades 7-8.

A fictional picture of the historical conquest of Peru.

Desmond, Alice Curtis. *Soldier of the Sun: A Story of Peru in the days of the Incas*. Illus. by Ernest W. Watson. Dodd, 1939. Grades 7-9.

A stirring tale of a sixteen-year-old peas-

ant boy's loyalty to the Inca Emperors in the sixteenth century. Titu's courage and ingenuity are manifested in the many encounters of the Indians with the Spanish explorers, Pizarro and DeSoto, and in his attempts to help restore the glory of the Inca rulers, Huascar and Manco. Authentic historical details are included in this story-book account of South American life in a different era.

Ditmars, Raymond L. *The Forest of Adventure*. Macmillan, 1933. Grades 7-8.

The work of a scientific exploration cruise of the West Indies and northerly South America is artistically combined with the narration of thrilling adventures.

Evans, E. R. and G. R. *Hosts of the Scarlet Fleet*. Illus. by Manning de V. Lee. Farrar and Rinehart, 1932. Grades 7-8.

The story of Alistair Ross, a captive on a pirate ship, and his escape to the Isle of the Lost Secret, which contained all the gold of the Spanish Main.

Fernold, Helen C. and Slocombe, Edwin M. *The Scarlet Fringe*. Longmans, Green, 1931. Grades 6-8.

The story of the primitive civilization of the Incas of Peru at the time of the Spanish conquest. Seventeen-year-old Paullu receives the "Scarlet Fringe," symbolic of Incan authority, in return for his services to his people.

Finger, Chas J. *A Dog at His Heel*. Illus. by Henry C. Pitz. Junior Literary Guild and Winston, 1936. Grades 7-8.

A real boy's story of the adventures encountered by a sheep-shearer and his dog, Jock. The long journey from Australia to South America is filled with excitement of a



decidedly adolescent appeal, ranging from thrilling adventures with Gauchos to earthquakes.

Finger, Charles J. *Courageous Companions*. Illus. by James Daugherty. Longmans, Green, 1929. Grades 7-8.

The heroic trip around South America with Magellan is the setting for this story of a brave English boy.

Gaines, Ruth. *Village Shield: A Story of Mexico*. Dutton, 1917. Grades 6-8.

Georgia Willis Read has collaborated with the author to produce a book which is rich in Mexican and Indian traditions and distinctive by reason of its genuine Mexican atmosphere. It depicts Ramon and Porifria in the midst of a turbulent Mexican revolution.

Gill, Richard C. *Manga: An Amazon Jungle Indian*. Illus. by Herbert Morton. Stokes, 1937. Grades 7-8.

An Indian boy of the Ecuador jungle becomes the friend of an American photographer. Their expeditions into the territory of hostile tribes form the nucleus of this story. The natural history of the country and its tribal ceremonies are described.

Harper, Theodore Acland. *Forgotten Gods*. Doubleday, Doran. Grades 7-9.

The wilds of Yucatan form the background for this exciting story where attempts are being made to reconstruct the ancient Maya civilization.

Hartley, George Inness. *The Lost Flamingos*. Illus. by Courtney Allen. Century, 1924. Grades 7-9.

A scientific expedition travels to the island of Andros in the Bahamas to discover a lost colony of flamingos.

Henty, G. A. *By Right of Conquest: Or With Cortez in Mexico*. Scribner's. Grades 6-8.

An English boy thrills to the adventures of an unfamiliar world at the time of the conquest of the Spaniards.

Hudson, W. H. *Tales of the Pampas*. Knopf, 1916. Grades 7-9.

Six fascinating tales of the southern pampas, replete with Indian superstition and Spanish romance.

Hulbert, Winifred. *Red Curtains in a South Amercian Jungle*, from *Cease Firing*. Macmillan, 1935. Grades 7-9.

The story is based on an actual incident taken from the diplomatic records of the League of Nations and the Pan-American Union. A crisis in the life of the hero coincides with the crucial episode in the annals of Bolivia and Paraguay, two South American republics.

Janiver, Thomas A. *The Aztec Treasure House*. Harper, 1890. Grades 7-8.

The story of an exploration amid the ruins of a hidden Aztec city. Americans and Mexicans combined their efforts in a search for hidden treasure.

Jekyll, Grace B. *Two Boys in a South American Jungle* or *Railroading on the Madeira-Mamore*. Dutton, 1929. Grades 7-9.

The story is based on the adventures of two American boys who assist in the building of the Maderia-Mamore railroad through the jungle. The author had a personal interest in the construction of the road, thus making the book more significant.

Kahmann, Chesley. *Carmen, Silent Partner*. Illus. by Armstrong Sperry. Dodd, Mead. Grades 7-9

The mystery of lost jewels furnishes the plot for this story of a Porto Rican girl. Interesting sidelights are given on the operation of a coffee plantation.

Kahmann, Chesley. *Felita*. Junior Literary Guild, 1932. Grades 7-9.

The story of Felita Hernandez' struggles to gain a livelihood for herself and her family. Puerto Rican background.

Kahmann, Chesley. *Raquel: A Girl of Puerto Rico*. Illus. by F. Luis Mora. Random House. Grades 7-9.

A junior novel. An amusing study of conflicting customs in Puerto Rico by the well-known writer of Puerto Rican stories for girls.

Kendall, Oswald. *The Voyage of the Martin Connor*. Houghton Mifflin. Grades 7-9.

An amazing voyage up the Amazon River is the setting for strange adventures with the Blowgun Indians, officials of rubber companies, and diplomatic representatives of America and England. The accidental death of a man entangles the whole crew of the "Martin Connor" in difficult situations.

Kerigan, Florence. *Secret of the Maya Well*. Illus. by Loren Barton. Dodd, Mead. Grades 7-8.

Romance and archeology in a Central American setting.

Lay, Marion. *Wooden Saddles: The Adventures of a Mexican Boy in His Own Land*. Illus. by Addison Burbank. Morrow, 1939. Grades 6-8.

In his search for a pet fawn and later in the company of a troupe of travelling players, Chucho, a Mexican boy, finds countless adventures in his native land.

Lee, Laurance. *The Snake God's Treasurer*. McBride. Grades 7-8.

The attempt of three young people to solve the intricacies of ancient Aztec secrets. The story of their courage and ingenuity makes worthwhile and interesting reading.

Lide, Alice Alison. *Aztec Drums*. Illus. by Carlos Sanchez. Longmans. Grades 6-8. Xochitl, who lives on the Street of the Weaver, is obliged to flee from his native Tenochitlan. The background for the story is the ancient civilization of Montezuma.

Lide, Alice Alison. *Princess of Yucatan*. Illus. by Carlos Sanchez. Longmans, 1939. Grades 6-8.

Nakah, a young Mayan girl, is successful in buying the freedom of her tribe from the Aztec conquerors. This narrative is interwoven with Aztec history.

Lummis, Charles F. *The Enchanted Burro*. Chicago, Way and William Co., 1897. Grades 7-8.

Seven stories of Peru and Bolivia which were the result of the author's expeditions into

South America—an older interpretation of these Latin American republics. All of the stories are true and varied in content, ranging from explorations into Incan ruins to stories of South American revolutions.

Lummis, Charles F. *The Land of Poco Tiempo*. Scribner's, 1934 (rev. ed.) Grades 7-8.

This classic of American travel in old Mexico is based upon the wanderings of the author, an admirer of the picturesque beauty of Mexico.

Malkus, Alida Sims. *Eastward Sweeps the Current*. Illus. by Dan Sweeney. Winston, 1937. Grades 7-8.

Good portrayal of the early civilization of Polynesian seafarers who explored the coast of South America from Peru to Guatemala a thousand years before Columbus. The visit of Praj and Evi and Ta-mo to the early Mayan and Incan territories provides older children with a real reading thrill.

Malkus, Alida Sims. *The Dark Star of Itza: Story of a Pagan Princess*. Illus. by Lowell Houser. Harcourt, Brace, 1930. Grades 7-9.

Primitive Mayan civilization has been carefully reconstructed in this story. The elements of romance and adventure in the story exert a particular appeal.

Miller, Leo E. *Adrift on the Amazon*. Scribner's. Grades 7-8.

The longest river in the world furnishes the setting for this story of adventure.

Miller, Leo E. *Hidden People*. Illus. by Paul Bransom. Charles Scribner's. Grades 6-8.

An intriguing story of two American college boys who go to South America in search for adventures. The excitement involved in the search for the lost treasure of the Incas will hold the attention of every adventure-loving boy.

Miller, Leo E. *In the Tiger's Lair*. Scribner's. Grades 6-8.

A sequel to *Hidden People* in which the heroes of the latter return to the country of the Incas.

Miller, Leo E. *Jungle Pirates*. Scribner's. Grades 6-8.

A real boy's story of the South American rivers. It concerns the adventures of two boys interested in the preservation of egrets.

Munroe, Kirk. *The White Conquerors: A tale of Toltec and Aztec*. Scribner's, 1893. Grades 6-7.

Cortez, with a mere handful of persevering Spaniards, resolves to overthrow Montezuma and his Aztec priesthood.

Paine, H. *The Steam-Shovel Man*. Scribner's. Grades 7-8.

The construction of the Panama canal is the setting for this story.

Purnell, Idella. *The Forbidden City*. Macmillan, 1934. Grades 7-9.

Modern Mexico, with its atmosphere of mystery and intrigue, is an ideal setting for this story centering around an American boy.

Rolt-Wheeler, Francis. *The Aztec Hunters*. Lothrop, Lee and Shepard, 1918. Grades 6-8.

An early attempt in the field of juvenile literature to prove that the western hemisphere is not a new world, but one with heritage and tradition as noble and ancient as those of Europe. A Lacandone Indian boy, Qin, climaxes his adventures in the tropical forests of Honduras, when he discovers the key to Mayan historic writing.

Ross, Margaret I. *Land of the Williwaws*. Junior Literary Guild and Houghton Mifflin, 1934. Grades 7-8.

An account of the adventures of a thirteen-year-old girl who proves that she can endure the hardships of a scientific expedition to Patagonia and the Falkland Islands as well as any of the boys in the party. A thorough study of nature in this environment is woven into the narrative element.

Sabin, Edwin L. *Into Mexico with General Scott*. Lippincott. Grades 7-8.

Historical fiction which will familiarize young readers with the thrilling phases of Mexico's later history.

Skinner, Constance Lindsay. *The Tiger Who Walks Alone*. Macmillan, 1933. Grades 7-9.

An American boy is a participant in liberating the peons of a South American republic. It reflects the patriotic ideals and the astounding courage of the natives.

Smith, Henry Justin. *Senor Zero*. Harcourt, Brace, 1931. Grades 7-8.

A boy stowaway on the first voyage of Columbus has many thrilling adventures in the land of the Caribs.

Stoddard, William O. *The Lost Gold of the Montezumas*. Lippincott. Grades 7-8.

The treasure hunt for lost gold will fascinate young boys.

Thomas, Margaret L. *Paulo in the Chilean Desert*. Bobbs-Merrill, 1934. Grades 7-9.

Paulo is an ambitious South American boy who grew up in the desert country of Chile. He typifies the modern middle-class Chilean youth.

Verne, Jules. *Giant Raft*. Scribner's, 1934. Grades 7-8.

The perilous Amazon River forms the background for this exciting story.

Verrill, A. Hyatt. *Before the Conquerors*. Appleton Century. Grades 6-8.

The story of the successful journey of an American boy to the ruins of old Peru.

Verrill, A. Hyatt. *The Treasure of Bloody Gut*. Maps and Decorations by the author. Putnam, 1937.

An archeologist, Dr. Hewlett, and his niece, "Jimmy," seek legendary treasure on an uninhabited island in the West Indies. Description of plant and marine life in the Caribbean.

White, Hervey. *Snake Gold*. Macmillan, 1926. Grades 7-8.

Clint, a young American boy, finds an ancient emblem and becomes a member of the company involved in the search for forbidden gold.

White, Robb III. *The Smuggler's Sloop*. Illus.

by Andrew Wyeth. Little, Brown, 1937.

An adventure encountered by Tommy and Tobie on an island in the Caribbean. Their struggle with the Caribs, a barbarian Indian tribe, is recounted in this prize-winning tale.

Wiese, Kurt. *The Parrot Dealer*. With pen and ink drawings by the author. Coward-McCann, 1932. Grades 7-8.

The unusual story of a young boy's wanderings in Brazil to seek animals for his employer. The author-artist visited Brazil and has incorporated authentic sketches of the country in this book.

Williamson, Thames. *Against the Jungle*. Illus. by Heman Fay, Jr. Houghton Mifflin, 1933. Grades 6-8.

Excitement among the Indian tribes in the Brazilian jungles. How two boys helped to find a missing scientist.

Williamson, Thames. *The Last of the Gauchos: A Tale of the Argentine*. Illus. by Frank Hubbard. Bobbs-Merrill, 1937. Grades 7-9.

Sympathetic portrayal of the race of the Gauchos and the adoption of a better form of life by Goya, the last of his race.

## FOLKLORE AND FANTASTIC TALES

### *For the Younger Child*

Belpre, Pura. *Perez and Martina: A Porto Rican Folk Tale*. Illus. by Carlos Sanchez. Frederick Warne, 1932. Grades 2-4.

The tragic romance of Martina, the cockroach, and Perez, the mouse. Particularly good to read to, or be read by younger children who will appreciate both the story and the pictures.

Eells, Elsie S. *Fairy Tales from Brazil: How and Why Stories from Brazilian Folklore*. Dodd, Mead, 1917. Grades 3-4.

Eighteen stories, which embrace the traditional types of folklore, make up this collection. They have the added value of being authentic tales which are the heritage of the Brazilian child.

Eells, Elsie S. *Tales of Giants from Brazil*. Stokes. Grades 3-4.

Brazilian mythology is again treated by Mrs. Eells. The Brazilian parrot is the mouthpiece for these stories.

Eells, Elsie S. *The Magic Tooth and Other Tales from the Amazon*. Little, Brown, 1927. Grades 3-4.

The Amazon is a fascinating locale for these legends of South America.

Malkus, Alida Sims. *The Spindle Imp: and Other Tales of Maya Myth and Folklore*. Illus. by Erick Berry. Harcourt, Brace, 1931. Grades 3-4.

Tales from Mayan folklore which are unfamiliar to English readers.

Purnell, Idella. *The Merry Frogs*. London: Suttonhouse Ltd. Grades 2-4.

Interesting collection of Mexican folk tales.

Purnell, Idella, and Weatherwax, John M. *The Talking Bird: An Aztec Story Book: Tales Told to Little Paco by His Grandfather*. Illus. by F. P. Dehlsen. Macmillan, 1930. Grades 3-4.

Ten delightful fairy tales of Mexico and the Aztecs. They are distinctive by reason of their unusual prefaces which portray contemporary life, and their epilogues, which make a practical application of the theme.

Purnell, Idella. *The Wishing Owl: A Maya Story Book*. Macmillan, 1931. Grades 3-4.

Ten stories told to Tilim by his grandmother create in the mind of the reader a respect for the mythology of the Mayans, while the contemporary prefaces contain many sidelights on Yucatan civilization. It is the companion volume to *The Talking Bird*, both of which have a moralistic tone.

Smith, Susan Cowles. *Tranquilina's Paradise*. Drawings by Thomas Handforth. Minton, Balch, 1930. Grades 3-4.

A fantastic tale of the journey of a little angel to Paradise in company with many toy animals. Unusual fantastic illustrations.



*For the Intermediate-Grade Child*

Eells, Elsie S. *Brazilian Fairy Book*. Stokes. Grades 4-5.

The author, a student of South American folklore, has transmitted to the child old folktales which have been collected from Spanish and Portuguese sources.

Horne, Richard A. *King Penguin: A Legend of the South Sea Isles*. Macmillan, 1925 (rev.). Grades 4-5.

Frances M. Fox has reintroduced this fantastic account of Percy Johnstone's adventures with King Penguin on the South Orkney Islands and Waibou Island. Wise King Penguin and his people endear themselves to Percy, an English lad, in a story that will delight younger children.

Hudson, W. H. *A Little Boy Lost*. Illus. by A. D. McCormick. Knopf, 1918. Grades 4-6.

A fantastic story of a child's strange adventures amid nature. Mystery and wonder surround this tale of Martin's experiences with legendary characters, animals, trees, etc. A childhood impression of nature in South America, which is autobiographical.

Martinez del Rio, Amelia. *The Sun, the Moon, and a Rabbit*. Illus. by Jean Charlot, Sheed and Ward, 1935. Grades 4-6.

Toltec, Aztec, and Spanish tales, which constitute the body of Mexican folklore, are told by the author, a native Mexican. Progresses from primitive explanations of the world to the conquest of Mexico in story form. Illustrations are unusual and typical of the myths themselves.

Rhoads, Dorothy. *The Bright Feather and Other Maya Tales*. Illus. by Lowell Houser. Doubleday, Doran, 1932. Grades 4-6.

These fairy tales, which have been inspired by the American excavations in Yucatan, endeavor to preserve the last traces of the old Maya religious superstitions. They have the story-telling flavor of tribal legends and are representative of South American folklore,

since they have been obtained from Maya Indians in Guatemala and Yucatan.

Young, Christie T. *The Black Princess*. Illustrated by Florence M. Anderson. Macmillan, 1937. Grades 4-7.

Twelve Brazilian adventures about the Black Princess, the King-Cat, and other interesting and fantastic characters.

*For the Older Child*

Finger, Charles J. *Tales from Silver Lands*. Illus. by Paul Honoré. Doubleday, Doran, 1924. Grades 6-8.

This Newbery Prize book contains delightful tales of Central and South America. Nineteen stories represent various localities, different in tradition and atmosphere.

Skinner, Charles M. *Myths and Legends Beyond Our Borders*. Lippincott, 1898. Grades 6-7.

One part of this book is devoted to Mexican legends of ancient gods and goddesses. An older interpretation of folklore.

Skinner, Charles M. *Myths and Legends of Our New Possessions*. Lippincott, 1899. Grades 6-7.

The Caribbean Sea is the setting for a portion of this narrative.

## NON-FICTION

*For the Intermediate-Grade Child*

Babson, Roger W. *A Central American Journey*. World Book Company, 1920. Grades 5-6.

Informative sidelights, told in story-book fashion, on the customs, produce, history, occupations, and life of Central America in 1916. Told from the viewpoint of an American business man interested in the commerce of the land. Drawings and sketches included.

Bronson, Wilfrid S. *Paddlewings: The Penguin of Galapagos*. Macmillan, 1931. Grades 4-6.

An interesting explanation, with pictures by the author, of the migration of the penguin family to South America.

Brooks, E. C. *Stories of South America: Historical and Geographical*. Johnson, 1922. Grades 5-6.

A readable account of social science facts.

Comfort, Mildred H. *Peter and Nancy in South America*. Beckley-Cardy, 1935. Grades 4-6.

Geographical material clarified by photographic plates. The trip of two interested American children enabled them to learn much about the natural history of the country.

Decatur, Dorothy Durbin. *Two Young Americans in Mexico*. Photographs by the author. Heath, 1938. Grades 4-6.

Festivals, unusual sights, and historic Mexican scenes are witnessed by an American family living in Mexico City. Good photographs aid the reader in visualizing Mexico.

Franck, Harry A. *Mexico and Central America*. F. A. Owen, 1927. Grades 4-6.

Interesting geographical reader which gives the child an insight into many fascinating phases of Latin American history and life. Illustrated with photographs.

Godoy, Mercedes. *When I Was A Girl in Mexico*. Lothrop, Lee, and Shepard, 1919. Grades 5-6.

This book, with its autobiographical approach to informational material, pictures every aspect of Mexican life. It is authoritative, being written by the daughter of Mexico's representative at the Pan-American Exposition.

Hader, Berta and Elmer. *Green and Gold: The Story of the Banana*. Illus. by the authors. Macmillan, 1936. Grades 4-5.

The story of this favorite fruit, from its source to its marketing, is traced.

Holmes, Burton. Travel Series. *Mexico*. Text by Carlos Castillo. Illus. by Burton Holmes. Wheeler Publishing Company, 1939. Grades 4-7.

An excellent informational book on Mexican customs, history, and life. Replete with splendid photographs.

La Varre, William. *Up the Mazaruni for Diamonds*. Marshall Jones, 1919. Grades 5-6.

How diamonds are unearthed in the jungles of Guiana.

Lee, Melicent H. *Our Little Guatemalan Cousin*. Illus. by Leslie W. Lee. L. C. Page, 1937. Grades 4-6.

A real story-book survey of Guatemalan life made by Pedro and his cousin, Rita. Skillfully woven narrative and informational topics which make excellent reading for children.

Lefferts, Walter. *Our Neighbors in South America*. Lippincott. Grades 5-6.

Geographical facts are learned by a tour of the country.

Macy, Stella B. *Children of Mexico*. Illus. with photographs. Rand McNally, 1936. Grades 3-5.

An inexpensive book which contains brief, interesting items of information about the country, its customs, and its industries.

McDonald, Etta B. and Dalrymple, Julia. *Manuel in Mexico*. Little, Brown, 1909. Grades 4-6.

A peasant with ideals as lofty as the mountains which inspire them discovers an aristocratic heritage in Mexico City.

Nida, Stella H. *Panama and Its "Bridge of Water."* Illus. with photographs. Rand McNally, 1915. Grades 5-6.

The complete story of the building of the Panama Canal. The approach is biographical.

Plummer, Mary W. *Roy and Ray in Mexico*. Holt, 1907. Grades 4-6.

The record of an actual journey to several Mexican cities. It conveys a quantity of accurate information.

Richards, Irmagarde, and Landazuri, Elena. *Children of Mexico*. Illus. by Jo Laughlin. Harr Wagner, 1935. Grades 4-6.

Good stories to supplement history and geography work. A complete cycle of Mexican history told in a narrative manner.

Russell, Mary. *Si, Si, Rosita: A Story of Mexico*. Illus. by John Ushler. American Book Company, 1936. Grades 3-5.

Rosita and Carlos introduce the reader to life in a Mexican home and take him on a tour of the historic landmarks of Mexico city. A supplementary reader with a narrative element.

Smith, Susan Cowles. *Made in Mexico*. Illus. by Julio Castellanos. Knopf. Grades 4-6.

A real contribution to the appreciation of colorful Mexican art. It contains simple explanations of the craftsmanship of the Indians.

Tee-Van, Helen D. *Red Howling Monkey: The Tale of a South American Indian Boy*. Macmillan, 1926. Grades 5-6.

First-hand information about the life of Arauta, an Indian boy. The author has enlivened the story with fascinating sketches.

Thomas, Lowell. *Seeing Mexico with Lowell Thomas*. Illus. with photographs. Szalfield, 1937. Grades 5-6.

It covers Mexico in typical Lowell Thomas style from city to farm, from fact to fancy. An account of this journey, on which the author was accompanied by Rex Barton, makes interesting supplementary reading for social sciences.

VanDeusen, Elizabeth K. *Stories of Porto Rico*. Silver Burdett, 1926. Grades 4-6.

Instructive stories of Porto Rico that have a real narrative element. They are suffused with local color and skillful native characterization. The poet-author is an ardent admirer of all things Porto Rican.

Wade, Mary H. *Our Little Cuban Cousin*. L. C. Page, 1902. Grades 4-6.

This book was written with the purpose of instilling in the reader a friendly attitude toward Cubans.

#### *For the Older Child*

Banks, Helen Ward. *The Boy's Prescott: The Conquest of Mexico*. Illustrations in color by T. H. Robinson. Stokes, 1916. Grades 6-8.

Exciting account of the Spanish conquest of Mexico.

Banks, Helen Ward. *The Story of Mexico* (Including "The Boy's Prescott"). Illustrations in color by A. D. McCormick. Stokes, 1926. Grades 6-8.

Very similar to the preceding book, being a continuation of the history of Mexico to the present time. Because of that, it is a more valuable history.

Eells, Elsie S. *South America's Story*. Illus. by Frank W. Peers. McBride, 1931. Grades 7-9.

A comprehensive and authentic account of South America's fascinating history. It is so entertainingly told that it cannot but delight the young reader.

Gann, Thomas W. F. *In An Unknown Land*. Scribner's. Grades 6-8.

The Yucatan is the magnet for an archeologist's exploitation of its fascinating ruins. Young readers will thrill to this unusual account.

Guitteau, William B. *Seeing South America*. Row, Peterson. Grades 6-8.

A fascinating account of the author's trip through South America. Valuable information included in this book.

Hulbert, Winifred. *Over Mexican Border*. Friendship Press, 1935. Grades 7-9.

A comprehensive account of Latin American backgrounds. Our relationship with Latin America is an important feature of the book.

Hulbert, Winifred. *West Indian Treasures*. Illus. by Margaret Ayer. Friendship Press, 1930. Grades 6-8.

Several pilots explore West Indian islands in their search for suitable aviation fields.

Lang, Andrew (ed.). *The Conquest of Montezuma's Empire*. Illus. by James Daugherty. Longmans, Green, 1928. Grades 6-8.

Based on Prescott's *Conquest of Mexico*. This book portrays the downfall of the great Aztec empire under Montezuma. The account is told so as to hold the interest of every boy and girl. Very readable.

Lhevinne, Isadore. *Enchanted Jungle*. Coward-McCann, 1935. Grades 7-9.

In a search for the music of the natives of the Ecuador jungle, the author finds exciting adventure. A different setting for a story of a foreign land. Replete with unusual incidents and information about the Indians.

Morris, Ann A. *Digging in Yucatan*. Illus. with photographs. Doubleday, Doran, 1931. Grades 7-9.

A fascinating account of the reconstruction of Mayan ruins by a member of the archeological expedition from the United States.

Morris, Earl H. *The Temple of the Warriors*. Scribner's, 1931. Grades 7-9.

Native American architecture in Yucatan is restored by an archeological staff of Carnegie Institution. This book is the rich inheritance of the child in the field of scientific exploration and discovery.

Peck, Anne M. *Young Mexico*. McBride, 1934. Grades 7-9.

A story-book account of Mexican life and customs. Good illustrations by the author.

Prescott, William H. *The Conquest of Mexico*. Illus. by Keith Henderson. Junior Literary Guild, 1934, (rev.). Grades 7-9.

This is a simplified rendition of a scholarly two-volume edition of the Conquest. A readable account.

Sanchez, Nellie Van De Grift. *Stories of the Latin American States*. Crowell, 1934. Grades 7-8.

A comprehensive and chronological account of the development of each of our Latin American neighbors. Good reference material for advanced students in the social sciences.

Wilson, Lawrence. *Cortez, Conqueror of Mexico*. (Children's Heroes Series). Illustrations in color by T. H. Robinson. Dutton. Grades 6-7.

A stirring story of the adventures of the famous Spanish explorer and the Conquistadors. Excellent characterization.

### LEARNING TO USE THE NEWSPAPER

(Continued from page 261)

- a. What do you know of these countries that would help you understand the news items?
- b. Locate the country on the map and see if you can find exact place mentioned.
- c. If you find the news item difficult to understand, where would you go for help?
- d. What American readers would be interested in reading this piece of foreign news?
- e. Make posters and bar graphs of each newspaper showing amount of foreign news in relation to total space.

#### H. Additional activities.

1. Bar graphs of sensational news in re-

lation to total space in different papers.

2. Start a clipping bureau for the school library.
3. Bring all papers to school.
4. Visit a newspaper plant.
5. Write for sample copies of out-of-town papers.
6. Study of photographs in distortion and exaggeration of news.
7. The newspaper on a dull day.
8. Necessity for better journalism.
9. Newspapers under dictatorships.
10. Newspapers during election campaigns.
11. Collection of circulation contests and other devices used to increase circulation.



# Easy Books For The Intermediate Grades

DANYLU BELSER

Professor of Elementary Education,  
University of Alabama  
and

BIRDIE A. BELSER

Principal, Bellinger Hill School,  
Montgomery, Alabama

(Continued from October)

*Outdoor Adventures.* Albert Shirley. World Book, 1928.

Tom and Roger agreed that they would like to go fishing once more before cold weather set in. They went down to the pond near the woodlot and stopped where the land was about a foot above the water.

*Pappy King.* Annie Vaughan Weaver. Stokes, 1932.

One night as I wuz walkin' home thoo de bitter-weed,

I heard er mighty scufflin', an' whut you think I seed?

Er gre't big crowd uv rabbits, in de pastur' down de hill.

Fixin' ter have er weddin', an dressed up fit ter kill.  
De preacher out in de middle, (Ole Swift-Foot wuz his name)

An' he could dance de shuffle ter put de res ter shame.

*Peppi, the Duck.* Rhea Weils. Doubleday, Doran, 1927.

When he came near a bridge where the road ran over the canal he heard some music. The music came nearer and nearer. Peppi was playing and people were singing. They were people who were going to the festival. Peppi was curious. He climbed up the bank and stood beside the road. Everyone was happy. They all sang and danced and looked fine in their gay costumes.

*Peter's Family.* Paul R. Hanna. Scott, Foresman, 1935.

Christmas was coming. What fun it was to get ready. Tom and Susan made surprises for the family. They made them at school.

*Peter-Pea.* N. G. Grishina. Stokes, 1928.

If you happen to go to Russia and ask where Peter-Pea lives, the one who had been a little pea before he became a boy, people are sure to show you the way to his house.

*Pinocchio.* C. Colloidi. Dutton, 1923.

The Fairy, as you can imagine, allowed the puppet to cry and to roar for a good half hour over his nose,

which could no longer pass through the door of the room. This she did to give him a severe lesson, and to correct him of the disgraceful fault of telling lies—the most disgraceful fault that a boy can have. When she saw him quite disfigured, and his eyes swollen out of his head from weeping, she felt full of compassion for him. She therefore beat her hands together, and at that signal a thousand large birds called Woodpeckers flew in at the window. They immediately perched on Pinocchio's nose, and began to peck at it with such zeal that in a few minutes his enormous and ridiculous nose was reduced to its normal dimensions.

*Pioneers of America.* Blaisdell and Bail. Little, Brown, 1919.

Soon they came to a place so deep that nobody dared to wade across. Clark blacked his face with gunpowder, as the Indians did when ready to die, gave a war-whoop and jumped into the water. With a wild shout the men followed. Singing merry songs, they continued their march and again camped on an island of mud.

*Playing Airplane.* J. F. McNamara. Macmillan, 1930.

You will have to fly this plane alone! Do you think you can? You must be very quick and very careful. It goes so fast that a slight push on the stick will make it jump.

*Pollwiggles Progress.* Wilfrid S. Bronson. Macmillan, 1932.

This book is full of frogs, almost as full of frogs as a pond in springtime. There is at least one frog on almost every page, and more than that on some.

*Poor Cecco.* M. W. Bianco. Doubleday, Doran, 1931.

The mast stood up bravely, the green leaves shaking in the breeze just like a real sail; poor Cecco and Bulka took their places in the stern, and off they went, gliding easily through the water. To be sure there was no rudder, but Poor Cecco had already thought of that. He had a piece of shingle in his paws for an

## THE ELEMENTARY ENGLISH REVIEW

oar, and this he dipped first on one side and then on the other, and so managed to keep his vessel on its course.

*Prancing Pat.* Helen Fuller Orton. Stokes, 1927.

On the other side of the fence, in a neighbor's meadow, was a young horse, a three-year-old, named Pat. Suddenly Pat kicked up his heels and ran off across the grass. His neck was arched, his mane was flying, and a fine sight he made, with his beautiful coat shining in the sunlight.

*Red Man's Luck.* Constance L. Skinner. Coward-McCann, 1930.

"Black arrows—and three from one boy," Thompson mused. "That doesn't mean hunting. It means that the chief is sending out a war party. Am I right?" Luck nodded, delighted.

*Ringtail.* Alice Crew Gall and Fleming H. Crew. Oxford, 1933.

It was an afternoon in early summer, and high in the hollow of a great old tree Ringtail, the little Raccoon, lay curled up on the floor of the family den.

*Robinson Crusoe.* Daniel Defoe. Cosmopolitan Book Corporation.

I had neither food, house, clothes, weapon, nor place to fly to; and in despair of any relief, saw nothing but death before me; either that I should be devoured by wild beasts, murdered by savages, or starved to death for want of food. At the approach of the night, I slept in a tree for fear of wild creatures, but slept soundly, though it rained all night.

*Rocky Bill.* Holling C. Holling. Macmillan, 1928.

He was woolly, and he was wobbly, and he was cold. You see he was brand-new, was this little Rocky Mountain goat, and there was a stiff breeze blowing, and it was on a high crag of Squaw-asleep Peak that he had been born.

*Round About.* Mabel O'Donnell and Alice Carey. Row, Peterson.

Jerry had come to stay with grandmother. Grandmother lived on a farm. How Jerry liked the farm! He liked all the animals but he liked the ducks best of all.

*Science Stories.* Book I. Wilbur Beaucamp and Gertrude Crampton. Scott, Foresman, 1933.

Bobby and Ann and Spot were in the back yard. Mother came from the garden and said, "Guess what animal I just saw in the garden. It lived in the water when it was a baby. Now it lives on land."

*Science Stories.* Book II. Beaucamp, Fogg and Crampton. Scott, Foresman, 1935.

All summer the gardens, woods, and fields are full of animals hunting for food.

We see bees and ants and spiders and birds. We see chipmunks and raccoons and skunks and many other animals.

*Science Stories.* Book III. Beaucamp and Crampton. Scott, Foresman, 1936.

Through the jungle tramped Old Tusk and his herd of elephants. They were looking for a new feeding ground.

*Skags, The Milk Horse.* Miriam B. Huber. American Book, 1931.

Skags and his master had started out in the middle of the night with their wagon full of milk.

While boys and girls and mothers and fathers were all sleeping, Skags and his master left milk at their doors.

*Skipper Jack.* Jimmy Carthwaite. Holt.

It was away back before any of you at all would remember, or your fathers either, that I was a fighting lad of fifteen or the like.

I was a bit tafler then, about a head I should think, and twice as thick and broad as now. For when a man rubs against the sea for as many years as I, it wears him down, the way you'd wear one stone by rubbing it with another.

*Snipp, Snapp, Snurr and The Red Shoes.* Maj Lindman. Whitman, 1934.

So Snurr left Snapp on the roof and climbed down all alone.

Snipp was painting a bright red fence.

Snapp was cleaning out the very blackest chimney he had ever seen.

Snurr walked on, wondering to himself what he could find to do.

*Soap Bubbles.* Ellen B. McGowan. Macmillan, 1929.

Jimmie took his chemical set to school the next morning. Miss Dean had said that she would be glad to have one or two brought to school in case there was need for them.

*Soldier Boy.* Felicite Lefevre. Greenberg Co.

So they began to make a soldier of Tommy. First they taught him right turn, and then they taught him left turn; and when they had taught him all the other turns, they gave him a little red cap, and at last Tommy was a real soldier.

*Stories of Early Times In the Great West.* Florence Bass. Bobbs-Merrill, 1927.

Once an army officer expressed his pleasure at seeing the "famous Kit Carson who had made so many

Indians run." Carson replied, "Yes, I made some Indians run, but much of the time they were running me."

*Stories of Great Americans.* Edward Eggleston. American Book.

When they reached the place on the Kentucky River that Boone had chosen for a home they built a fort of log houses. These cabins all stood around a square. The backs of the houses were outward. There was no door or window in the back of the house. The outer walls were thus shut up. They made the place a fort. The houses at the four corners were a little taller and stronger than the others.

*Stories of Luther Burbank.* E. Slusser, M. William, E. Burbank Beeson. Scribner, 1920.

One of his first treasures purchased with his own earnings was a good microscope, with which he studied the tiny mosses and lichens on the old stone wall, and which revealed to him some of the beauty of the flower hidden to the unaided eye.

*Stories of Pioneer Life.* Florence Bass. Heath.

On and on down the great river these tiny canoes floated. By and by the explorers came to the place where the Missouri River rushes into the Mississippi. Its strong current almost upset their boats. Still they went bravely forward. The weather became very warm and mosquitoes tormented them night and day.

*Susan, Beware.* Mabel Leigh Hunt. Stokes.

"Let's go on a pilgrimage." Nick was twelve. He loved to read history and historical tales, and all his play was flavored with kings and queens and knights, pilgrims and martyrs. "Now, everybody follow me," he commanded. "I'm Nicholas, the young leader, and you are the Children's Crusade."

*The Book of Airplanes.* Iseman and Taylor. Oxford, 1929.

Men have always wanted to fly throughout all the ages, and all over the world, men have watched birds with envy and awe.

*The Children of The Cold.* Frederick Schwatka. H. R. Huntting Co.

After a while, these Eskimo began to consider us a part of their own tribe, gave us Eskimo names, by which we were known among the tribe, invited us to participate in their games and amusements, and in cases of direct want when their superstitions drove them to their singular rites and ceremonies to avert the threatened dangers, they even asked us to join in using our mysterious influence.

*The Dutch Twins.* Lucy Fitch Perkins. Houghton Mifflin.

Then they ate their luncheon of bread and butter, cheese, and milk, with some radishes from father's garden. It tasted very good, even if it were sandy. After lunch Grandfather said, "It will never do to go home without any fish at all."

*The Eskimo Twins.* Lucy F. Perkins. Houghton Mifflin.

They had gone only about half a mile when suddenly there was a loud crick-crick-crack as if a piece of the world had broken off, and then there was a splash that could be heard for miles—if there had been anyone to hear it. The end of the glacier, or ice-river, had broken off the side and fallen down into the water! It had made an iceberg!

*The Farm Twins.* Lucy F. Perkins. Houghton Mifflin, 1928.

Mr. Tilly had been working so fast, cutting the cornstalks, that he did not see the black cloud. His head was bent down, so he did not see the sky. His back was turned so he did not see the Twins go into the corn. Then he heard the thunder. He saw the flash of lightning. He felt a drop of rain.

*The Glass Book.* William C. and Helen S. Pryor. Harcourt, Brace, 1935.

They had come to the bottle plant, where great machines blew and molded bottles. To make bottles, liquid glass was fed into the machine. The machine pinched off just enough for one bottle, blew it into a mold, the mold moved away, and the machine started right to work on another bottle.

*The Indians In Winter Camp.* Therese Deming. Laidlaw Borthers.

Indian fathers and mothers often named their babies after birds and animals. When Eagle was a very small baby his father saw an eagle fly over the tepee. The father named his boy after the bird.

*The Japanese Twins.* Lucy Fitch Perkins. Houghton Mifflin, 1912.

Taro thought, "Maybe it's a puppy." He had wanted a puppy for a long time.

And Take thought, "Perhaps it's a kitten! But it looks pretty large for a kitten, and it doesn't mew. Kittens always mew."

And they both thought, "Anyway, it's alive."

*The Little Auto.* Lois Lenski. Oxford, 1934.

Mr. Small has a little auto. It is red and shiney. He likes to look at it.

*The Little Lame Prince.* Dinah Maria (Mulock) Craik. Winston, 1928.

Are you the kind of person who likes Once-Upon-A-Time Stories? But of course you are. The odd thing

is that everybody—young and old, rich and poor, little and big—likes them; for, when you open a *Once-Upon-A-Time* story book, you open the gate to a delightful land of adventure—a land where everything is possible and nothing impossible.

*The Little Lost Pig.* Helen Orton. Stokes, 1925.

When they passed the rabbit pen, they stopped to look at the bunnies.

"My! What grand ears they have!" said Rosaline.

"That is just what I think," said Piggy Joe.

They ran on along the path and came to a pan of skim-milk.

*The Magic Boat.* Lula E. Wright. Ginn.

He called,

"The tide goes up,

The tide goes down.

The water comes up

All around."

*The Picture Book of Travel.* Berta and Elmer Hader. Macmillan.

One of the earliest uses of the wheel was for the "wheelbarrow." In America there is a good strong wheelbarrow on every farm. In China this useful sort of push-cart is often seen along the highways. The coolie sometimes hastens his trip by rigging up a sail on his wheelbarrow. Sometimes he fastens a rope over a helper's shoulder, who pulls on from ahead.

*The Pioneer Twins.* Lucy F. Perkins. Houghton Mifflin, 1927.

Jim had already saddled the horses and was rolling the blankets into the tent pack. "I'll follow in a minute," he called. "Don't wait," and the wagon went creaking down the hill.

*The Poor Count's Christmas.* Frank R. Stockton. Stokes, 1927.

"Not quite," said the Count. "There is our family bedstead, it is very large; it is made of the most valuable wood and it is inlaid with gold and silver. It will surely bring a good price."

*The Sprite, The Story of a Red Fox.* E. H. Bayne. Macmillan, 1924.

At first our little guests slept nearly all the time, waking up now and then because they were hungry. When less than five weeks old, two of the little foxes came to a tragic end.

*The Steamship Book.* William C. Pryor. Harcourt, Brace, 1934.

"Hurry, Margaret, hurry," begged Laura to her big sister. The girls and their brother, Christopher, were going to Panama to meet their father, who was an officer of a steamship.

*The Steel Book.* William C. and Helen S. Pryor. Harcourt, Brace, 1935.

The children found there were more ways to use steel than they could count. "There's one of the biggest things we've seen made of steel," said Billy as they passed a great bridge on their way home.

*The Story of Dr. Dolittle.* H. Lofting. Stokes, 1920.

And so, in a few years' time, every living thing for miles and miles got to know about Dr. Dolittle, M.D. And the birds, who flew to other countries in the winter, told the animals in foreign lands of the wonderful doctor of Puddleby-On-The-Marsh, who could understand their talk and help them in their troubles. In this way he became famous among the animals all over the world, better known even than he had been among the folks of the West Country. And he was happy and liked his life very much.

*The Story of Mrs. Tubbs.* Hugh Lofting. Stokes, 1923.

Presently feeling hungry, he remembered he had hidden a ham-bone in the trunk of a tree behind the house some weeks ago and he went off to see if it was still there. When he got to the tree he stood up on his hind legs and looked into the hole. A wasp flew out stung him on the nose.

*The Story of the Pilgrims.* Roland Usher. Macmillan, 1923.

The men ran together as fast as they could and Captain Standish, a good soldier, Mr. Bradford and two or three others stood firm with their guns and held off the Indians for a few minutes, while the rest ran off to find their guns.

*The Talking Bird, An Aztec Story Book.* Idella Purnell and J. Weatherwax. Macmillan, 1930.

Long and long ago, there appeared among the people of Mexico a man called "Feathered Serpent."

*The Train Book.* William C. Pryor. Harcourt, Brace, 1933.

The whole family was going on a trip to visit Uncle Jim and Aunt Helen. They were going on a train and Bill and Sister could hardly wait until the day when they were to start.

Finally the time came, and Mother, Dad, Bill, and Sister went to the station in a taxicab with the two bags which Mother had packed.

*The Wonderful Locomotive.* Cornelia Meigs. Macmillan, 1928.

There was no sound that Peter Osborne loved quite so well as the puff of the steam engine. A railroad ran so close to his house that he had been able to learn all the voices of the different locomotives, the bells and whistles and hoarse choo-choos as the long trains went past.



*The Wonder World of Ants.* Wilfrid Bronson. Harcourt, Brace.

When one ant wants food from another it taps gently on the other's head with its feelers, using the telegraphic code. They talk a great deal by this means. Much of the work is talked over. Perhaps one ant needs another's help in dragging home a heavy prize. If you watch long enough you will see many problems settled by this tap-talking with feelers.

*Thomson's Halloween.* Margaret and Mary Baker. Duffield.

Who should come creeping down the road just then but red-headed Robin. He carried a hollow turnip, carved to make a bogie's face, and with a lighted candle inside; and he giggled to think of the fun he would have frightening everyone and making them run away.

*Three Circus Days.* Edna Turpin. Macmillan, 1935.

The elephants went around and around the ring, flapping their big ears and waving their trunks and tails. Then they came into the three rings and did many tricks.

*Turkey Tale.* Frances Bacon. Oxford, 1935.

People came out of their houses to see what caused all the noise and excitement. And then the chase was on. A little colored boy coasted around the corner in a wagon made of an old orange box on roller skates. When he saw Oscar he was so surprised that he tipped over, wagon and all, and began to howl at the top of his voice.

*Tyke-y, His Book and His Mark.* Eleanor Whitney. Macmillan.

Tyke-y had had a strong feeling that that piece of meat was not meant for him, but now he was quite sure of it, for Cook began screaming and running after him. Never mind! He had a clear get-away to the hole under the ice-house, and that was the way he took.

*Wags and Woofie.* Aldredge and McKee. Ginn, 1928.

Two fat little puppies squeezed through the barnyard fence.

One little puppy came up to the house. When he saw his father, his funny little tail went wiggle, wiggle, wag.

Father Watch Dog laughed at the puppy.

"I know a good name for you," he said.

"We will call you Wags. You never forget to wag your tail."

*Work With Electricity.* Katherine Keeler. Macmillan, 1929.

A key is simple to make. You will need a block of wood, two metal thumb tacks, and a thin strip of copper. When the copper touches both thumb tacks it will allow the electricity to go through and then the ticker will tap the top of the nail as you use the key. Can you find the sending key in the next drawing?

*Young Cowboy.* Will James. Scribner, 1936.

The colt grew and little Billy Roper grew. Billy took to riding as easy as a duck takes to water. His dad put a quilt in front of the saddle and took him for short rides when he was less than a year old, and many short and longer ones after that.

The colt was a fine looking yearling, small but a lot wiser than any twice his age.

### National Council of Teachers of English

Stevens Hotel, Chicago, Ill.

#### ELEMENTARY SCHOOL TEACHERS AND LIBRARIANS

Friday noon, November 22. Luncheon

*Steering Committee:* Mildred L. Batchelder, Chief of School and Children's Library Division, American Library Association, Chicago; Eloise Ramsey, Wayne University, Detroit.

*Presiding:* Eloise Ramsey, Wayne University, Detroit.

*Writing for Children and Tolerance—* Marjorie Hill Allee, Author of *Great Tradition*, *Susanna* and *Tristram*

Saturday morning, November 23

*Steering Committee:* Dr. Paul McKee, Colorado State College; Dr. W. L. Trauger,

State Normal School, Potsdam, New York; Mary D. Reed, Indiana State Teachers College, Chairman.

*Presiding:* Mary D. Reed, Indiana State Teachers College, Terre Haute.

*Letter Writing in the Elementary School* Ethel Mabie Falk—Madison, Wisconsin

*Our Plastic Language—A Basis of Literary Craftsmanship—* Wilmer Trauger, State Normal School, Potsdam, N. Y.

*A Plea for a Better Language Program in Elementary Grades—* M. Lucile Harrison, State College of Education, Greeley, Colorado

# Unpublished Studies in Elementary School English, 1940\*

R. A. FOSTER

*Professor, Department of English*

MARGARET HAMPEL

*Associate Professor of Education*

*Ohio University, Athens*

(Concluded from October)

## PART III

### SUMMARY AND COMMENTS

#### SUMMARY

##### *Contribution of experiences to language enrichment*

Teachers continued studies relative to the building of background of experiences through active exploration in the environment before young children deal with reading symbols.

Miss King studied the contribution of an activity program to pre-reading levels. Miss Dice\* is at work on a study of two methods of teaching beginning reading. Miss Mellinger\* just completed a study of primary reading success factors. A study of the use of library techniques versus traditional procedures in teaching reading is being made by Miss Korber.\* Another recent study dealing with the functional aspects of reading was that worked out by Miss Loomis.

Miss Moss made a critical study of reading readiness tests and their relative values. She pointed out that readiness for reading requires criteria of physiological, social, emotional, and mental maturity, and that pencil and paper readiness tests evaluate specific performance and cannot evaluate the whole child. Miss Tabor\* made a study of the effect

of interest on the comprehension of children's reading; and changes in vocabulary as a result of enrichment of experiences were recorded by Miss Waters.\*

##### *Content of text books*

Text books continued to enlist the interest of teachers carrying out research. Miss Holliday\* made a study of recent primary readers, and Miss Hyatt,\* of citizenship content of third grade readers. Miss Capuzzi\* reported the contribution books made toward the development of attitudes of world friendliness, while Miss Evans reported a study of the attempt to develop certain attitudes of nationalism in the primary readers of twelve different countries.

##### *Evaluating progress*

Miss Junge\* used the case study technique to evaluate progress of first grade children under student-teaching conditions. Miss Carver\* reported the findings from tests that were used in order to study growth in comprehension. Miss Porter\* carried out an investigation to determine the degree to which a certain standardized test measured reading ability of first grade children. Miss Brown reported the contribution of phonics to first grade reading. Studies by Korber,\*

\*A report read before The National Conference on Research in English, February 24, 1940, in St. Louis, Missouri.

\*Not abstracted. See Bibliography (March, 1940 issue) for full name and title.

McAfee, and Ramsey\* dealt with the contribution of language ability to the effectiveness of thought-getting in other subject fields.

#### *Use of the text book*

Miss Byrne reported a study of the use of text books in the sixth grade of a modern school. The study was limited to three texts. Miss Byrne pointed out that the text book should be a reference book which would help in carrying out the activities of the curriculum and that no one text book served this function.

#### *Voluntary reading*

Miss Rowan reported the recreational reading of child patients in hospitals and emphasized the therapeutic values of reading. Holderness studied recreational reading of colored children.

#### *The appeal of the comics*

In his study of the wide circulation of the comic strips, Mr. L. C. Smith found that they had appeals of action, dialect, direct discourse, human interest, sense of justice, surprise, and humor. Miss Victoria Smith\* pointed out that children would not depend so much upon comic strips if they had more humor in school materials.

#### *Language arts and community needs*

Miss Edman made a study of the cultural, social, and occupational levels of the community in order to secure a background of information upon which to build the program in language arts. The study included a testing program in the school to measure the effectiveness of the curriculum based upon community needs.

Mrs. Stauffer\* is at work on a study of the situations which provide opportunities for creative work in the language arts and of the relationship of teachers to children who are encouraged to explore and express in stimulating environments.

#### COMMENT

##### *Elementary school teachers and research*

The many studies show that elementary school teachers are taking an active part in research, and analysis of the titles shows a wide field of endeavor. The reading of theses and abstracts reveals some lack of depth in problems, and with few exceptions, little consideration of community backgrounds and social framework of studies. In many instances, sweeping conclusions are made without scope of study to justify such conclusions.

The teachers of the United States represent a potential group for initiating experimentation and change in the school. Change has not kept up with the knowledge that has been revealed by science. The modern programs of teacher education are providing participation in the creative arts, experiences in the community, exploration of the social backgrounds of our culture and are trying to develop greater personal resourcefulness and initiative.

##### *New horizons for research in the elementary school*

The scientific method has revealed the possibilities of advance in subject matter teaching but it has not developed a sensitivity to human needs and has not helped solve many of the problems of human relationships. Thus, it becomes a challenge to explore new ways to study and interpret the less tangible aspects of human experience. Reports of observations of the whole child in situations, community studies, anecdotal records, case studies, diaries, and other means of studying children could be brought together for the purpose of integrating, and interpreting data.

Art forms play an important part in interpreting the human scene. Drama, music, painting, photography, modern dances, sculpturing, and literature make

it possible to explore cultural creating media.

*Social significance of language*

Studies tend to emphasize the mechanical side of language rather than its social nature. Language is communicative. The child uses language because he wants others to understand him and because he wants to be able to understand them. It is a form of self expression in a social framework.

*Creative view of the language arts*

Children extend themselves in the environment and interpret their relationships to the environment through the language arts. Personality qualities are expressed in their language patterns when children are given opportunities to explore and to create language forms.

Very few of the studies reveal enough flexibility in research techniques to discover and study the creative aspects of language.

*A functional use of language skills*

An interpretation which views language in a social setting does not exclude the necessity for an effective use of the language skills. The individual who functions in broad social relationships needs the equipment which helps him to

understand society and to extend the social possibilities for better individual and group living. The language experiences should be organized around the activity of the child in his social relationships. The modern school organized in this way provides natural opportunities for speaking and writing. Thus he learns through his own activities in social behavior instead of the described or artificial situation often found in the school.

*The democratic process in language experience*

The democratic process adds greater significance to the language arts as creative and social aspects of human behavior. Few of the studies reveal the newer responsibilities in a democracy characterized by mass production and rapid advance of science and technology to gather facts, to be skeptical of an authority that is not understood, to analyze data, to act upon facts in making judgments, to change action in the light of new facts, to use special gifts for social and individual good, to use the democratic process of discussion, to become equipped against irrational solutions to problems, to respect the progress of man in developing instruments of communication, and to assume responsibility for using such instruments for social good.

---



# Editorial

## In the Name of Science

SOMEONE has said that each age has its intellectual fetish. In the Middle Ages it was logic, scholasticism. Today it is science—research, scientific measurement, experimentation, scientific investigation, and testing. This is so far true that for the moment science itself seems about to be driven into the ground. The salesman's wares have all been tested in "the company's own laboratories"; the budget has been scientifically balanced; the administrator's program is tentative, pending the outcome of controlled tests. But oftener than not, these tests, these experiments, these investigations are designed to give but one answer. They affirm always; they never deny what is desired at the outset.

This employment of scientific devices without the scientific spirit is not only bad for us; it is bad for science. Truth is always tardy in the laboratory of the pseudo-scientist. The processes of slow, tedious experimentation are brashly speeded up; conclusions are falsely anticipated; exploitation of one kind or another becomes rampant. Truth goes out of the window. The scientist must be fearless enough to open up all avenues of inquiry; he must devote himself to the ways of truth; he must be patient, and not resort to statistical coddling in setting forth his conclusions. He must have the courage to face the true findings, and the actual results of experimentation. Above all, he must avoid serving any interests but those of truth.

Even in the schools and colleges science is today acquiring too much popularity for anybody's good—be he pupil, teacher, or administrator. There are too many specious experiments; too

many biased investigations; even the sober academicians of yesterday are beginning to conjure with science.

Too dubious in many instances are the ends pursued in the name of scientific experimentation. The perfectly obvious is being obscured in elaborate fact-finding procedures. Mr. Self-Interest starts on an experiment. "I have no idea," says he, "what the results will be. These will be seen later." But in the meantime he is off and well down the road riding some pet hobby. The results of the experiment will not overtake him; he was sure of his goal from the start.

Such are the ways of the pseudo-scientist in education. But things become yet worse when science is confused with or substituted for art; or when ethics and philosophy are lost by the way. Teaching is an art. Education basically is not science, but philosophy. Both teaching and education are ethical in character, and as such are concerned with truth and with the good of life. And just here, the relation to science is seen, because science is a means of attaining truth, and of discovering reality free from falseness.

We do not need to argue the value of science or of educational research. The contributions of the honest worker, sincerely engaged in educational experimentation, and concerned with the welfare of the boys and girls and the older students in American schools and colleges, are unquestioned. But for our students' sake, for the good name of science itself, for the sake of truth, and for the advancement of education, we must recognize the limitations of science, and its liability to abuse by both the over-zealous and the unscrupulous.

# Shop Talk

## LANGUAGE LYRICS

LOUIS FOLEY

Western State Teachers College  
Kalamazoo, Michigan

### Wh

Some people pronounce the pronoun *which*  
So it sounds like an uncanny woman, a  
"witch."

Whenever they ask a question with *what*,  
It sounds just like an electric "watt."  
Their lazy way of saying *while*  
Sounds like the shrewd trick that is called a  
"wile."

When they mean to say that something is  
*white*,  
It sounds like an old word for *person*—  
"wight."

When they try to tell us they "don't know  
*whether*,"

You *might* think them ignorant of the  
*weather*.

Perhaps it was easier to say these words well  
With the old Anglo-Saxon way to spell.

The old way might not be so likely to trouble  
you:—

Instead of *wh* they began with *hw*.

### Love of Linking Letters

Why do people say "tit for tat,"  
"Cool as a cucumber," "blind as a bat,"  
"Fit as a fiddle," "black and blue,"  
"Brown as a berry," "tried and true,"  
"Dark as a dungeon," "brave and bold,"  
"Through thick and thin," "good as gold,"  
"Wild and woolly," a "tall tale,"  
"Fast and furious," "slow as a snail,"  
"Goodness gracious," "all roads lead to Rome,"  
"Proud as a peacock," "house and home"?

I guess its because English-speaking nations  
Simply can't resist alliterations!

### Two Kinds of Puppies

A child who knows anything at all  
Can tell a puppy from a doll,  
But the meaning of "puppy" is the funny  
part of it,

When we really get to the heart of it.  
The word for "doll" in French is *poupée*.  
We borrow it, in the usual way.

The pronunciation got changed around  
Till no Frenchman would know it by the  
sound,

And now, without thinking from where the  
the word came,  
We call a little dog by that name.

### NEW PUBLICATIONS

*Helping Children to Read.* By GERTRUDE HILDRETH and JOSEPHINE WRIGHT. 96 pp. Cloth \$1.35. Paper 90 cents. A detailed description of procedures in a remedial reading class conducted during a recent summer session at Teachers College, Columbia University: the analysis of each child's problem, the group activities carried on, the individual help given each child, the materials used, the records, and the reports. The facts given here will assist teachers in preventing reading difficulties and in dealing more effectively with children who have reading problems.

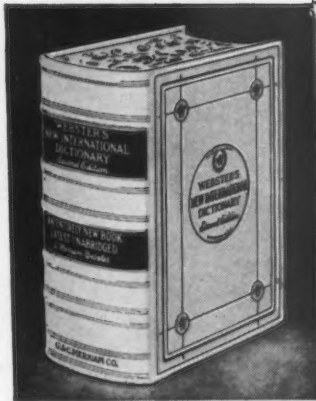
*Critical Reading Comprehension in the Intermediate Grades.* By ROMA GANS, PH. D. 135 pp. Cloth \$1.85. Reading comprehension of the type required in reference reading demands the composite ability of understanding the problem under consideration, remembering it while reading, and selecting or rejecting content on the basis of its relevancy and authenticity. This is a study of the reference reading ability of 417 intermediate grade pupils.

*Prevention of Failure in First Grade Reading by Means of Adjusted Instruction.* By HOWARD T. DUNKLIN, PH. D. 111 pp. Cloth \$1.60. This study surveys the literature concerned with primary reading, with a view to developing a tentative program of adjusted instruction which would be practicable in an average schoolroom; tests the program experimentally in order to determine what degree of success would follow its application; and makes the program available for use in further research and in educational practice.

*Units of Work and Centers of Interest in the Organization of the Elementary School Curriculum.* By SADIE GOGGANS, PH. D. 140 pp. Cloth \$1.60. In this study the author critically examines the two antithetical schools of thought in education which influence the organization of the elementary school curriculum. She undertakes to clarify some of the points at issue between the curriculum focused upon organized subject matter and the curriculum primarily concerned with aspects of child living.

### BUREAU OF PUBLICATIONS

Teachers College, Columbia University  
New York City



The  
Foundation  
Book  
of  
Education



### THE NEW MERRIAM-WEBSTER

**Encyclopedic:** information on every subject, at your finger tips.

**Up to date:** twenty-five years newer than any comparable dictionary; 122,000 more entries.

**Economical:** the acquisition of Webster's New International Dictionary lessens the need for investment in supplementary reference books.

**Free Booklet:** to educators who request it, "The New Merriam-Webster; What it will do for you."

G. & C. MERRIAM Co., Dept. 75  
Springfield, Mass.

### The Elementary English Review Announcements

1941

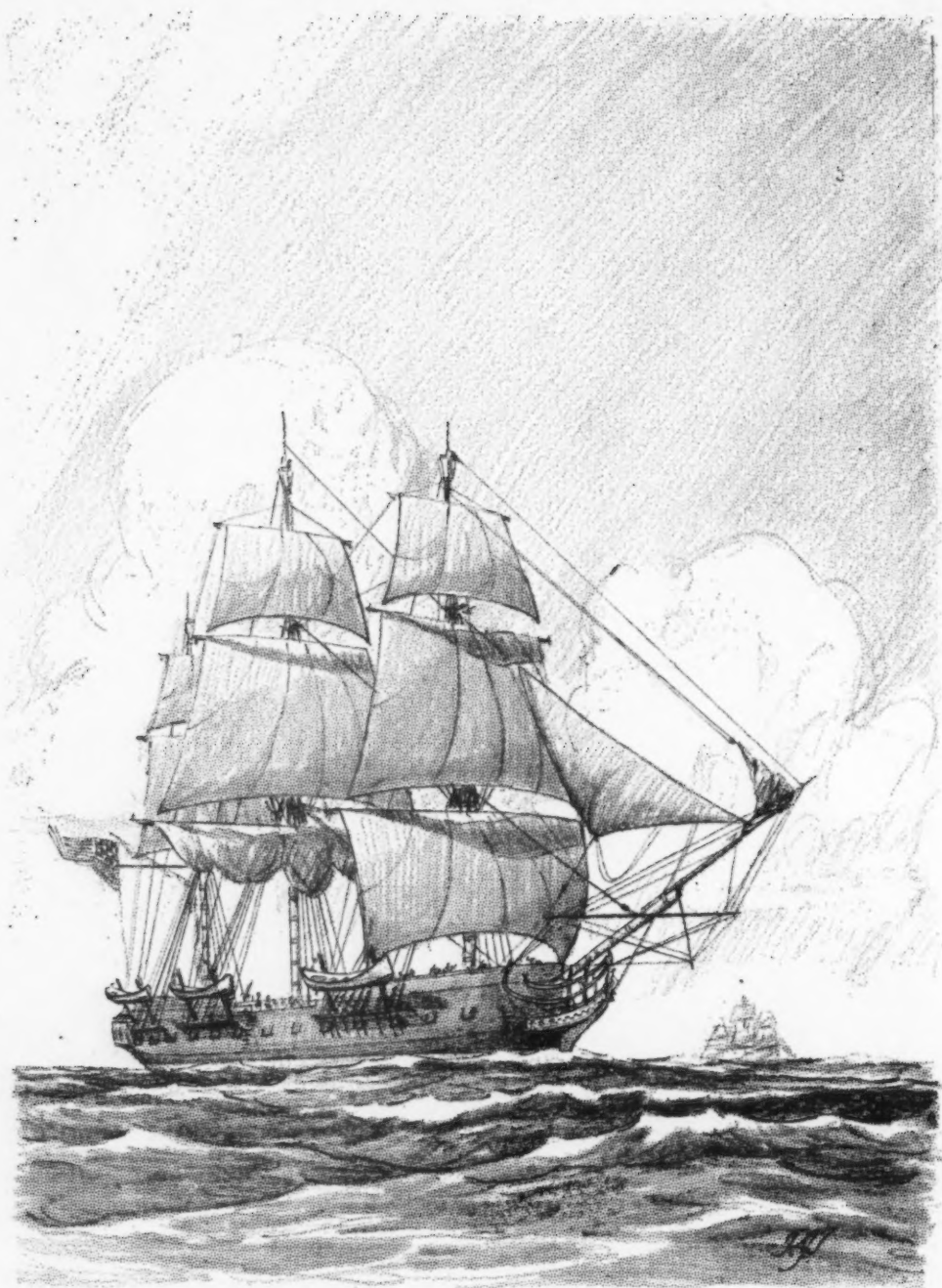
**Selection of Primary Readers:** A series of articles by DR. GEORGE SPACHE, Friends Seminary, New York City

**Vocabulary and Language Growth in the Elementary Grades,** by BERTHA F. ROBERTS, Deputy Superintendent, San Francisco Public Schools

**Development of a Meaning Vocabulary in the Intermediate Grades,** by MARTHA L. ADDY, Southern Oregon College of Education, Ashland  
and other articles on  
vocabulary and spelling

The Elementary English Review  
C. C. Certain, Editor

Box 67, N. End Sta. Detroit, Mich.  
Two dollars and fifty cents a year



*Meebevee.* By Lt. Raymond J. Toner.  
Illus. by the author. Albert Whitman